PIRIVENA ENGLISH

GRADE 3

Educational Publications Department

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The National Anthem of Sri Lanka

Sri Lanka Matha
Apa Sri Lanka Namo Namo Namo Namo Matha
Sundara siri barinee, surendi athi sobamana Lanka
Dhanya dhanaya neka mal palaturu piri jaya bhoomiya ramya
Apa hata sepa siri setha sadana jeewanaye matha
Piliganu mena apa bhakthi pooja Namo Namo Matha
Apa Sri Lanka Namo Namo Namo Namo Matha
Oba we apa vidya
Obamaya apa sathya
Oba we apa shakthi
Apa hada thula bhakthi
Oba apa aloke
Apage anuprane
Oba apa jeevana we
Apa mukthiya oba we
Nava jeevana demine, nithina apa pubudukaran matha
Gnana veerya vadawamina regena yanu mana jaya bhoomi kara
Eka mavakage daru kela bevina
Yamu yamu vee nopama
Prema vada sema bheda durerada
Namo, Namo Matha
Apa Sri Lanka Namo Namo Namo Namo Matha

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அரசின் வெகுமதியாய் நூலிதனைப் பெற்றேன்
அறிவு பெருகிடவே நூலிதனைக் கற்பேன்
தாய் நாட்டின் வளமெனவும் நூலிதனைக் காப்பேன்
பல மாணவரும் பயின்றிடவே நூலிதையே அளிப்பேன்

From the government, I received this as a gift
I'll read it, light up my knowledge and practise thrift
On my country's own behalf, I'll protect the national resources
And offer this book to another one as a fresh garland of roses



Message from the Hon. Minister of Education

'Pirivena' became the centre of the Education of Sri Lanka as that entity has been providing education on languages, religions, ethics etc. for a long time for both Buddhist clergies and lay students. It was a university-like education centre which made not only the lay and clergy students in the country but the students overseas also knowledgeable. Students were given a curriculum prepared in accordance with the needs of each era through Pirivena education. Therefore, such education centres became august all over the world.

It is true that the quality of the Pirivena education got deteriorated its especially with foreign invasions; Portuguese, Dutch and English Quality. But, Sri Lanka was fortunate to have a dedicated clergy like Ven. Asarana Sarana Sangaraja Thero who actively contributed towards reestablishing the Higher Ordination of Sri Lanka in 1753.

Our sole intention is to make the concept of free education meaningful in every field of education includinig the Pirivena Education. The Government expends a large sum of money to provide you with all the Pirivena textbooks free of charge with the hope of making the student population aware of discipline, ethics and bonhomie and imparting them to the public through student population.

I think, we are fortunate to be able to provide you this textbook free of charge. I hope that this book would help developing knowledge and virtues of both the clergy and lay students in the Pirivena institutes.

Akila Viraj Kariyawasam
Minister of Education

Message from the Nayaka Thero, the Director of Piriven Education

We are fortunate to have been born as humans. Therefore, as humans, we must make our lives more successful. There is a variety of righteous ways that we can follow to achieve this end. Amongst them, what we should do during our childhood is learning. The enthusiasm that you show towards education decides whether you would lead a happy or a sad life in the future. You must keep in mind that the childhood during which you could study would soon go by.

The majority of clergy and lay students, who are engaged in pirivena education, are children of poor parents. How fortunate are such children to be given the opportunity to study in a pirivena? We must show our gratitude to our parents, our venerable teachers who ordained us, all those who helped us in education and to this country. We could do that only if we study the preaching and acquire good attitudes and skills to gain a successful status in the society.

Look at the many clergy and lay personalities who have become savants, as well as wealthy and powerful characters in Sri Lanka and in other countries. All of them have acquired education through hard work and dedication. They have gone through immense difficulties to provide themselves with food and educational materials. However, today they lead successful and happy lives while bringing happiness to those who have helped them by studying hard with enthusiasm and excellent management of time.

There are millions of children spending hand to mouth lives with no sufficient food to eat, medicine for their ailments or books for their studies. However, despite their poverty-stricken state, they continue their studies until they achieve their ultimate goal. We are not that unfortunate when we compare our lives with that of such miserable children. We receive food free of charge either from the pirivena or from donors. We are given free textbooks and robes by the government. We receive free education from pirivena and school. Moreover, due to the Suraksha insurances scheme of the government, we receive a free health insurance too.

At present, people in the world suffer from lack of water and food. Lord Buddha, our noblest teacher, has taught us to make the maximum use of food, water and robes. Wastage of such resources is an offence as well as a demerit. You are given these textbooks free of charge. Do not forget that the government has spent a huge amount of money taken from the general public of this country to produce them.
Please use these textbooks carefully and efficiently; enrich your knowledge; pass your examinations well. Determine to be a virtuous citizen with compassion for all and love for your country.

Professor Rev. Nabiriththankadawara Gnanarathana Nayaka Thero
Director of Education (Piriven)
Ministry of Education

Foreword

All beings, which are born, exist for some time and depart. In between the time of their existence, both visible and unnoticeable changes occur continuously and unceasingly. Everything, both living and non-living is subjected to face this transformation because all the worldly things are impermanent or transient.

However, the syllabi as well as the textbooks for Pirivena English subject had remained unchanged for more than two decades while the school syllabi have undergone complete revisions from time to time resulting in the introduction of new textbooks during that period.

Anyway, you are fortunate to follow this new textbook prepared in accordance with the new syllabus. I think, you will be able to learn English more enthusiastically and effectively using this book.

I must be thankful to Ven. Professor Nabirittankadawara Gnanaratana Thero, Director of Pirivena Education Branch of the Ministry of Education, who had a firm determination that all the Pirivena English Textbooks are to be introduced anew for all the grades within one year. If he had not urged both his staff and mine, this book series would not have come to your hand this year. Then, as the Pirivena students, you would have become underprivileged.

I offer my sincere thanks to all those who helped to compile this book successfully, and to the staff of the Educational Publications Department.

I.M.K.B. Ilangasinghe
Commissioner General of Educational Publications
Educational Publications Department
Isurupaya
Battaramulla
22.02.2018

Competency levels to be covered in grade Three

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Dear Student,

Please do not write anything in this book. Use your exercise book to do the activities that appear here.

Simple Living 1

'Be happy with what you have'



Act Out

Shehan's Bicycle

Venerable Nanda and his friends Lasith and Namal are at the temple. They are talking about Shehan's new bicycle.



Namal : Have you seen Shehan's bicycle?

Venerable Nanda : Yes, I saw him riding it yesterday.

Lasith : I wish I had a bicycle like that. Mine's so old. I don't like it.

Namal : Come on Lasith. What are you complaining about? Even I don't have one.

Lasith : But I think Shehan's bicycle is fantastic.

Venerable Nanda : Do not worry about it, Lasith. Everyone can't have everything.

Namal : I think so too. See, you at least have an old bicycle. I saw you riding it to school. Surely it's not broken, is it?

Lasith : No, it's not. It was my brother's. The only thing is, it's old.

Venerable Nanda : But Lasith , think of those who don't have even what you have.

Namal : Hmm... My father also tells me the same.

Lasith : I understand.. but.. then, I like new things.

Venerable Nanda : Do you know that life is simple when we have few desires.There's a good story about this. Would you like to hear it?

Namal : Yes, we'd love to hear it.

Lasith : I'm sorry about what I said. Let's listen to the story.

Activity 1 - Reading

Read the conversation and answer the questions.

1. Where are the friends?
2. What are they talking about?
3. Has Venerable Nanda seen Shehan's bicycle?
4. Why does Lasith not like his bicycle?
5. Write the expressions used in the conversation to express the following emotions:

happiness -

dislike -

regret -

Activity 2

Match the situations with the utterances. Write the letter of the utterance in the box provided.

Situation			Utterance
1. Your friend was not present in class for one week.			A. I'm sorry.
2. A friend has visited you unexpectedly.			B. I'm extremely thankful.
3. You broke your friend's pencil by mistake.			C. Shame on you.
4. Your friend has told a lie.			D. What a lovely surprise!
5. Your friend has given you some notes that you missed.			E. I missed you.

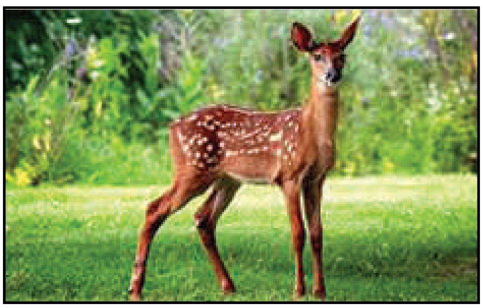
Activity 3 - Listening

You will listen to a dialogue. Listen to it, identify the words used to express various emotions and complete the task sheet in Activity 1 in Unit 1 of your workbook.

This is the story Venerable Nanda told Namal and Lasith. Read it and do the activities that follow.

The Deer and the Honey-grass

Once upon a time, there was a king. He had a garden. Animals came to this garden from the forest nearby. The gardener complained about **this** to the king.



One day, the gardener saw a deer in the garden. He told the king about the deer. The king asked the gardener to catch the deer.

"My lord, if you give me some bee's honey, I can catch him" said the gardener. So, the king gave him what he wanted.

After that, the gardener began smearing the honey on the grass every day. Soon the deer developed a craving for the 'honey-grass'. He came to the place every day to eat it.

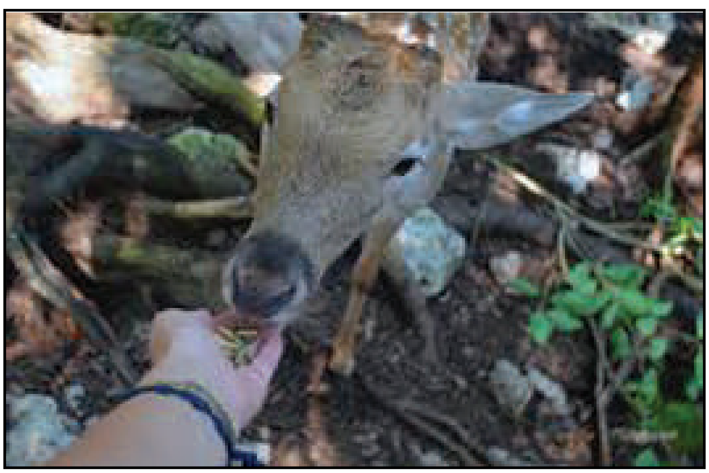
Little by little, the gardener got close to the deer and got him to eat the honey-grass right out of his hand. Slowly, **he** continued to lead the deer away from the garden to the palace. There, the palace guards caught the deer.

The king came to see the **animal** and saw a panic-stricken deer.

"A deer is a shy animal that is scared of human beings. But, look! Even such a shy animal can be trapped because of his craving for the sweet taste. Craving is very dangerous," said the king.

Finally, the king released the deer into the forest.

Can you see, how craving could be dangerous. Therefore contentment is blissful.

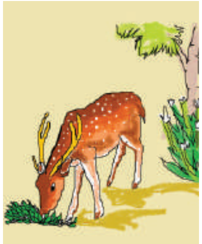


Activity 4 - Reading

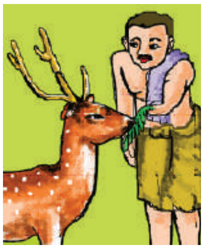
Write the correct number on the dotted line according to the order of the story.



....



....



....



....



....



....

Activity 5

Answer the following questions.

1. Who complained to the king?
2. What did the gardener see one day?
3. What did the king ask the gardener to do?
4. Why did the gardener smear honey on the grass?
5. Where was the deer caught in?
6. What do the following words in bold type refer to;
   a. this -
   b. he -
   c. animal -
7. Do you think the gardener is intelligent? Give reasons.

8. Do you think the king is kind? Give reasons.

9. Underline the correct answer;

The speaker of this story is

a. one of the characters

b. the writer of the story

10. Write the words or phrases from the text that helped you to find the answer to question No 9.

Activity 6 - Pronunciation

Pairwork

Pronounce these words which are underlined in the story. Pay attention to the initial two letters of each word.

place close slowly bliss

Copy this table into your writing book. Together with your partner write down words that are pronounced in the same way in each column.

Pronounce the words.

close	slow	place	bliss	glass	flag

**Now complete Activities 2 & 3 in Unit 1 of your workbook.*

Read these sentences taken from the story "The Deer and the Honey-grass".

1. Craving is very dangerous. (subject)
2. Soon the deer developed a craving for the 'honey-grass'. (object)

In the above sentences, 'craving' is not used as a verb. It is used as a noun. When the present participle (-ing word) is used as a noun, we call it a gerund.

Here are some more examples for gerunds.

e.g. Walking is good for your health. (subject)
I enjoy walking. (object)

Learning Point

Gerunds

Gerunds are the words that are formed with verbs but act as nouns. They are very easy to spot, since every gerund is a verb ending with 'ing'.

e.g. Swimming is a good exercise.
The wall needs painting.

Activity 7 - Grammar

Identify the sentences with gerunds. Copy them into your exercise book and underline the gerunds. State whether they are used as 'subjects' or 'objects'.

1. Reading is my hobby.
2. They were listening to the chanting of Pirith.
3. The monks enjoy learning.
4. Meditating is a very good way to calm yourself.
5. Craving is not a good thing.

6. Most of the students have finished writing.
7. Early rising is a good habit.
8. I like reading Jataka stories.

**Now complete Activity 4 in Unit 1 of your workbook.*

Venerable Nanda related the story of "The Deer and the Honey-grass" to his friends Namal and Lasith.
These are the expressions he used in relating the story;

Once upon a time...... **Then ....**
After that.... **Little by little....**
Meanwhile....

Activity 8 - Speaking
Group Work

Let's relate a story to the class making use of the above expressions.

Your teacher will put you into groups of four. Each one of you will get one of the following parts of the story. Study it and relate it to the class clearly and meaningfully.

The Goose and its Golden Egg!

So, he thought of killing the goose and getting hold of all the eggs at once. He took a knife and cut open the goose but found only one egg inside it.

Once upon a time, there lived a poor farmer. He had a goose.
It was a strange goose.
It laid one golden egg every day. The farmer sold the eggs and became rich.

Thus, the greedy farmer lost both the goose and the golden eggs.
Finally, because of his greed, he became poor again.

After some time, he became greedy for money.
He wanted all the golden eggs at the same time.
He wanted to sell all the golden eggs at once and become rich.



The teacher asked all the students to maintain a diary to improve their writing. This is a page taken from Venerable Nanda's diary.

Read it and do the activities that follow.

Date	
Monday	Woke up early and memorized the scriptures. Teacher started a new lesson on gerunds. Enjoyed learning new words in English with Venerable Sumangala.
Tuesday	Couldn't get up early. Had a cold. Drank coriander. Teacher asked me not to be late to class again.
Wednesday	Had fever. Could not attend the classes. Went to the doctor with the Chief Monk. Doctor gave some medicine.
Thursday	Lasith and Namal visited me today. They brought some mangoes. We talked for some time. They said they would help with the work I missed at the pirivena.
Friday	Felt better but didn't go to the pirivena as the Chief Monk advised me to rest. Read a story from Panchatantra. It was an interesting story about a lion and two foxes.
Saturday	Participated in an alms-giving in the village with the other monks of the temple. Lasith and Namal brought the notes. Copied some of them. Have to return the books tomorrow at Dhamma School.
Sunday	Administered Pansil at Dhamma school. Returned the notes. Hoping to go to the pirivena tomorrow.

Activity 9 - Reading

Give short answers for the following questions.

1. What did the teacher ask Venerable Nanda not to do?
2. When did he go to the doctor?
3. What was wrong with him?
4. Who visited him on Thursday?
5. What did he do on Saturday?

Activity 10 - Writing

Here are some of the things Venerable Nanda did last week according to his diary. The underlined verbs speak about his actions. They are all in the past tense.

- Woke up early.
- Memorized the scriptures.
- Drank coriander.
- Went to the doctor.
- Copied the notes.
- Returned the books.

Now, think of five things you did last week. Write five sentences describing what you did.

Follow the given example.

e.g. : I swept the temple garden.

**Complete the diary page in Unit 1 Activity 5 of your workbook.*

Activity 11 - Speaking

Pairwork

This is a language game called ‘What did you do?’

Think of five things you did yesterday. Write them on a piece of paper. Ask your partner to guess what you did. An example is given below.

A - Did you sweep the alms hall yesterday?
B - Yes, I did / No, I didn’t.

Your partner will get 10 points each time he guesses correctly.

Now it is your turn to ask the questions.

Prepositions

Read the following sentences paying attention to the underlined prepositions.

1. He was leaning <u>against</u> the wall.
2. Venerable Nanda went to Kandy <u>for</u> an alms-giving.
3. He received a basket <u>of</u> fruits.
4. Venerable Nanda participated in an alms-giving <u>with</u> the other monks.
5. Venerable Nanda felt better <u>than</u> the day before.

Learning Point

Prepositions

A preposition is a word such as **after**, **in**, **to**, **on**, and **with**. Prepositions are usually used in front of nouns or pronouns. They show the relationship between the noun or pronoun and other words in a sentence.

A preposition may describe,

- the position of something.

  The pen was ***under*** *the table.*

- the time when something happens.

  They arrived ***on*** *Sunday.*

- the way in which something is done.

  We went ***by*** *train.*

- something in opposition to another thing.

  They were ***against*** *the idea of going on a trip.*

- introducing the second element in a comparison.

  This exercise is easier ***than*** *the last one.*

Activity 12 - Grammar

Write sentences with the help of words / phrases in the table.

Lasith is leaning	for	Manuja.
The teacher praised the student	against	the members of the Dayaka Sabha.
Saman is taller	with	the wall.
The Chief Monk is having a discussion	than	fast food.
Homemade food is better		getting good marks.

**Now complete Activity 6 in Unit 1 of your workbook.*

Vocabulary

Let's study meronyms.

A meronym is a term used to denote a thing that is a part of something else.



'Eyes' is a meronym of the word 'face'.



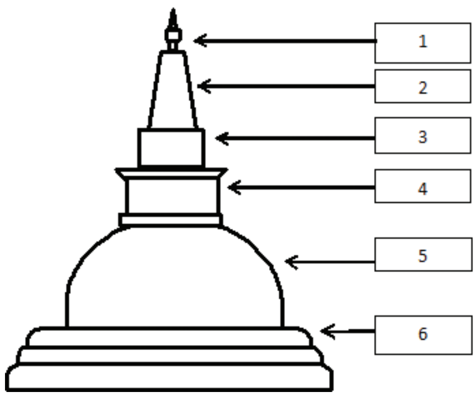
'Wheels' is a meronym of the word 'car'.

Activity 13 - Vocabulary

Pinnacle or Spire / Basal rings / The dome / The ring of deity images / The square chamber / Pinnacle rings

Let's name the parts of the Cetiya.

1.
2.
3.
4.
5.
6.



Activity 14 - Vocabulary

Select from the list and write the meronyms of the following items.

saddle, eyes, monitor, cheeks, pedal, nose, mouth, tables, mouse, chain, fore-head, wheel, keyboard, handlebars, CPU, tyre, UPS.

Face	
Bicycle	
Computer	

**Now do the Activity 7 in Unit 1 of your workbook.*

Punctuation

Let's study the uses of the colon and the slash.

The colon(:)

The colon is used to introduce a list of items. Look at the following example.

e.g.: Buddhists worship the Triple Gem: Buddha, Dhamma, Sangha.

The slash (/)

1. We use the slash sometimes to indicate the word "or" between two choices.

   e.g. Each devotee carried his/her belongings in a small bundle.

2. We use the slash to indicate fractions

   1/2 (one half)

   2/3 (two thirds)

3. We use a slash to indicate "per" in measurements of speed, prices, etc.

   The speed limit is 100 km/h. (kilometres per hour)

4. We often use a slash in certain abbreviations:

   This is my A/C number. (account)

Activity 15

Rewrite the following sentences with capitals and correct punctuation where necessary.

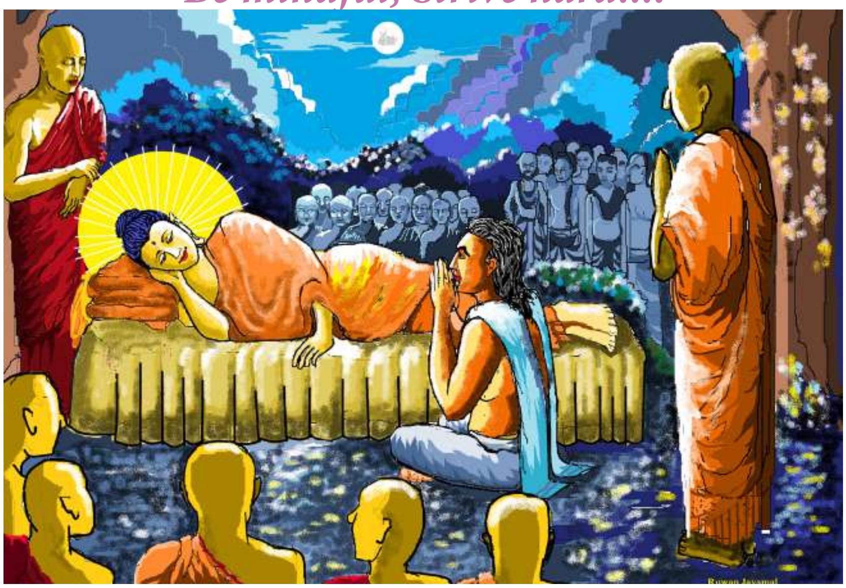
1. yesterday when mother went to the store she bought the following items milk sugar rice and dhal.
2. please write your ac number correctly.
3. he was driving the car at a speed of 40 kmph.

**Now do the Activities 8 & 9 in Unit 1 of your workbook.*

Buddhist Customs and Traditions

2

Be mindful, Strive hard...!



Māra's Appeal

Venerable Ananda was sitting at the Chāpāla Cetiya in Vesāli. Suddenly, he heard the earth rumble. He asked the Buddha, "Why is the earth rumbling?"

The Buddha said, "Ananda, it's because, the Tatāgatha is going to attain Prinibbhāna - His Passing Away."

Venerable Ananda pleaded with the Compassionate One to live until the end of this universe (a Kappa); for the good and happiness of the people.

The Buddha said, “Now it is not the time for such a request Ananda, for the Tatāgatha has given His word for His Passing Away.”

Venerable Ananda pleaded many times.Then, the Buddha spoke **very calmly** to Venerable Ananda, “Anyone who has fully developed his mind can, if he wishes, live to the end of the world. The Tatāgatha has done so. Therefore, if the Fully Enlightened One wishes, he could remain until the end of it. However, now is not the time for it.”

Venerable Ananda understood his mistake. He did not invite the Fully Enlightened One to live until the end of the world, when the Buddha spoke about it. This is because Māra - the Evil One prevented Venerable Ananda's thought of inviting the Buddha to remain in this world.

The Buddha said, “Ananda, when Māra asked the Tatāgatha of his Passing Away for the third time at Chāpāla Cetiya today, the Tatāgatha replied, “Māra**,** do not trouble yourself. Three months from today, the Tatāgatha will pass away.' So, Ananda, do not worry, be mindful, strive hard and continue to believe in me. Your Nirvāna is in your own hands.”

Activity 1 -Reading

1. What did Venerable Ananda suddenly hear one day?
2. Who asked the Buddha about it?
3. Where did the Buddha give up continuing to live in the world?
4. What are the other names used to refer to the Buddha?
5. How many times did the Māra (the Evil One) ask the Buddha to pass away?
6. Why should Venerable Ananda not worry about the Buddha's Passing Away?

Activity 2 - Speaking

Read the following passage and write the dialogue that would have happened between Venerable Ananda and Subhadda and present it to the class.

The last disciple, Subhadda, requested several times to speak with the Buddha. But, Venerable Ananda, did not want to disturb the Buddha in His last hours and denied the request.

Activity 3 - Writing

Refer to the Mahā Parinibbhāna Sutta and prepare an article for the wall newspaper under the topic "Last Days of the Buddha". Use the following mind map to prepare your article.



Imperatives

The imperative is the base form of the verb used to give an order or make a request.

e.g. : "Strive hard!"
"Please wait your turn."
"Do not worry / Don't worry."

Activity 4 - **Grammar**

Match the situations with the commands / requests in the given box. Write the correct letter against each situation. The first one is done for you.

1. People should remove shoes before entering the temple.	C
2. People who visit the temple should not pick flowers from the temple garden.	
3. People should use this water only for drinking.	
4. Students should keep the class tidy and clean.	
5. People should maintain silence in the library.	
6. Readers should return their books within two weeks.	
7. People should not take photos inside the shrine room.	
8. People should wear appropriate white clothes to the temple.	

a)	Please be silent.
b)	Please be dressed in appropriate white clothes.
c)	Remove your shoes before entering.
d)	Don't take photos inside the shrine room.
e)	Please don't pick flowers from the temple garden.
f)	Use for drinking only.
g)	Please keep the class tidy and clean.
h)	Return the borrowed books within two weeks.

**Now do Activity 1 in Unit 2 of your work book.*

Activity 5 - Speaking /Vocabulary

Game -Simon says

The teacher will give you a pack of number cards. Each of the students takes a number from the pack. The teacher asks the number and reads out the command in it louder. Now you act it out.

1.	Clap your hands	12	Touch your head
2	Stamp your feet	13	Change your place with some one
3	Snap your fingers	14	Cross your legs
4	Shrug your shoulders	15	Fold your arms
5	Nod your head	16	Jump up and down for 10 seconds
6	Shake your head	17	Sneeze
7	Count from ten to one	18	Cough
8	Say ABC from F to A	19	Look at the ceiling
9	Walk around the table	20	Wave
10	Yawn	21	Blow your nose
11	Smile	22	Whisper your name

Activity 6 -Vocabulary

Name the items in an Ata Pirikara (Set of eight requisites). Select the words from the box.



bowl, double lined robe, single lined robe, razor, under robe, belt, strainer, needle and thread

King Kosol once asked the Buddha whether they could do anything with the worn out robes. The Buddha replied saying that they should not be thrown away and they should be used to make a number of different items.

Activity 7 - Vocabulary

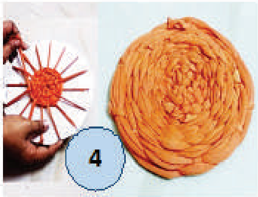
Match the numbers of the pictures and the different uses of worn out robes in the following table.

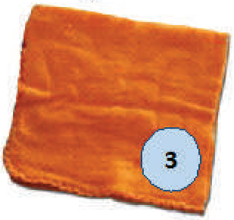












Number	Use
1	door carpets
2	bed sheets , mattress covers
3	clay wall plastering
4	dusting cloth
5	pillow cases

Activity 8 - **Writing**

Write a short speech on "How old robes were reused in olden days." You can start like this…

"Good morning all of you! I would like to speak about the re-use of old robes" The Buddha has advised his disciples how to re-use even worn out robes to produce different items useful for temples. "In the olden days, the worn out robes were used for many purposes....."

Adverb Phrases

Adverb phrases modify verbs in a sentence. The most important word in a phrase is its head word. The head word in an adverb phrase is an adverb.

e.g.: "Then, the Buddha ***spoke very <u>calmly</u>*** to Venerable Ananda."

- What is the **verb** in the sentence? ***spoke***
- What is the **adverb phrase** in the sentence? ***very calmly***
- What is the **head word (adverb)** in the adverb phrase? ***calmly***

Words added to the **front of the head word** in a phrase are called **premodifiers** while words added to the **end** of it are called **post modifiers.**

e.g. Then the Buddha **spoke** <u>***very*** calmly.</u>

(***very*** – pre - modifier for calmly)

He could not **make** the speech <u>loud ***enough***</u>**.**

(***enough*** – post modifier for loud)

Activity 9.1 - Grammar

Form the adverb phrases by combining words given in columns “A” and “B”.

A	B
really	fluently
right	often
too	fast
very	here
quite	well

Activity 9.2

Fill in the blanks in the following sentences with the adverb phrases formed from the table above.

1. He did his examination…………………………………………
2. I saw your purse lying ……………………………………...
3. The thief ran …………………... for the policeman to catch him.
4. She speaks English …………………………
5. My uncle visits our house. …………………

Activity 9.3

Match the adverbs in A with post modifiers in B correctly and fill in the blanks with correct adverb phrases.

A	B
cheaper	in the morning
harder	in my life
comfortably	on stage
beautifully	to take some rest
never	than we expected
early	than we bought

Activity 9.4

Fill in the blanks with correct adverb phrases formed from the table above.

1. He had bought the same pen …...………………………...……….
2. Students worked ………………………………………….……...
3. The cat laid on the sofa ……………………………………….…...
4. She sang her song ……………………………………………...
5. I have……………………... seen him ……………………………...
6. He will meet me …………………………………… tomorrow.

**Now do Activity 2 in Unit 2 of your work book*

Punctuation - Dash

➤ Dash is mainly used to show a break in a sentence.

1. In the place of a semi colon to break closely related clauses

   e.g. My friend would like tea - I would prefer coffee.

2. To bring more attention to a piece of certain information in a sentence

   e.g. Srimal—even without a glance at his home—walked along the path.

3. To give additional information or names in a sentence

   e.g. Sandalima—the girl wearing the blue frock and brimmed hat—is my sister.

   e.g. Four of us—Venerable Tissa , Asitha, Kamal, Srimal and I—went to the seminar last week.

4. Sudden turn in thought/break in dialogue

   "Mary, How could—Why would you do such a thing?"

   "Can I finish my—," the child pleaded.

5. To bring focus to list

   e.g. Dishes, laundry, dusting—they're all done now, and I need a rest.

Activity 10 - Grammar

Match the clauses in "A" with "B" to make meaningful utterances.

A	B
1. There are two choices at this time	—that's all you want.
2. Would you please	-call Venerable Athula- and he'll help you.
3. He wanted to see three cities in Italy	-Rome, Florence and Venice
4. "If you need something, call my friend."	—oh, never mind!
5. Don't forget to take a pencil, an eraser, two pens and the ID to the exam hall	-run away or fight.

**Now do the Activity 3 in Unit 2 of your work book.*

Dalada Maligawa



Then



Now

Dalada Maligawa-the Temple of the Tooth Relic is in Kandy.   It is one of the ancient temples in Sri Lanka. About hundred years ago, it had several buildings **but**, now it has many. **Although**, there was no statues in the Maha Maluwa (main compound), today it contains a statue of Madduma Bandara. The Relic Chamber has a golden coloured roof now **even though** it was red tiled then. However, the sacred Tooth Relic has always been laid in a golden casket. There were no street lamps along the road then, **but** now there are many electric lamp posts. There was no iron fence around the temple in the past **but** now there is one around it.

A symbol of the Temple – 'the cloud wall' has always been a key feature which is white washed regularly. **In addition**, there has always been an ancient tiled roof pavilion – the ***Pattirippuwa***, at the entrance to the temple. It has not changed over time. It still stands as before. **However**, Buddhists **as well as** non- Buddhists from Sri Lanka and all over the world visit the Temple of the Tooth Relic now as they did before.

Activity 11 - Reading

Read the text and answer the questions.

1. Where is the Dalada Maligawa?
2. In what has the sacred Tooth Relic been laid?
3. What is the wall around the Temple of the Tooth Relic called?
4. How is the Relic Chamber different from other buildings?

Activity 12 - Reading

Copy the following grid into your writing book. Read the paragraph on "the Dalada Maligawa". Fill the gird with the correct information.

Item	Then	Now
Buildings	Several	Many
Statues		
Roof of the Relic Chamber		
Street lamps		
Fence		
Entrance		
Items not changed		

Activity 13 - **Listening**

Listen to the text about "Our School" and underline the correct answer.

i. Ten years ago our school had only ……………………
a) a one storeyed building b) two buildings c) a two storeyed building

ii. Now it has ……………………
a) a building complex b) three halls c) a two storeyed building

iii. Ten years ago there was no …………………… in our school.
a) play ground b) science laboratory c) library

iv. Ten years ago our school had classes from grade one to grade ……………………
a) three b) thirteen c) five

v. Now we have classes from grade one to grade ……………………
a) thirteen b) eight c) five

vi. Ten years ago our school had …………………… students.
a) two hundred b) five hundred c) one thousand

vii. Now there are …………………… students in our school.
a) close to one thousand b) five hundred c) one thousand

Activity 14 - Pronunciation

Pairwork

Read the following tongue twisters aloud with your partner correctly.



1. **Sh**e sells sea **sh**ells on the sea **sh**ore **sh**e sells sea **sh**ells no more.
2. **Squ**aw **squ**eezed the pig to **squ**eal.
3. I slit a **sh**eet, a **sh**eet I slit. And on a siltted sheet I sit. I slit a sheet, a **sh**eet I slit. The sheet I slit, that sheet was it.
4. **Spl**enetic boy **spl**it the **spl**int in pain.
5. These **th**ousand tricky tongue twisters trip **th**rillingly off the tongue.
6. **Wh**ich watch did **which** witch wear and **wh**ich witch wore **wh**ich watch?
7. **Ch**arlie chose to **ch**at with **Ch**ancy in the **ch**urch."
8. **Ph**ysique of **Ph**oenix was hidden in a **ph**ial at the **ph**ony war.
9. **St**raggle to **st**ride on **st**range **st**rait line **st**raight.
10. Send the **squ**ad get the **squ**atters in **Squ**ash **Squ**are.



Activity 15 - Pronunciation

Read the example and fill in the table from the sentences given above.

ch	sh	th	wh	spl	str	squ
e.g. :- church						

Activity 16 - Listening

Copy this table into your writing book. Listen to the teacher and write the correct initial consonant blends in given word.

i. ___ ___ art	ii. ___ ___ ape
iii. ___ ___ ick	iv. ___ ___ ite
v. ___ ___ ___ een	vi. ___ ___ ___ike
vii. ___ ___ ___ash	viii. ___ ___ arm
ix. ___ ___ ame	x. ___ ___ ink
xi. ___ ___ y	xii. ___ ___ ___int
xiii. ___ ___ ___ ash	xiv. ___ ___ ___ide

Kind Deeds 3

Your good deeds might seem invisible, but they leave a trail that is imprinted on the hearts of others.



Act Out

One day an old man, after walking all day, looked for a house to spend the night. He saw a house by the road. He walked in and knocked on the door.

The man : Hello, how can I help you?

The old man : I'm looking for a house to spend the night, could I stay here ?

The man : I'm sorry, we don't have a spare room to give you.

(The old man walked away. Next he came to an old house.)

The woman : How can I help you?

The old man : I'm on my way to my daughter's house. It is getting dark **now**. I am too tired. I wonder if you could let

me stay here tonight!

(The woman was silent for a few seconds and replied.)

The woman : I'm sorry, I don't have an extra room, would you mind sleeping outside on the porch?

The old man : Not at all! **How** kind you are!

The woman : You look so tired. Why don't you have a wash while I prepare the dinner? I am cooking some **brown** rice for dinner.

(The old man had some brown rice and went to sleep. Next morning, the old man thanked the woman and ***went away.***)

A few days later, the poor family received a message from the palace to visit the king.

The woman : Your Majesty, I have come because you ordered me to be here.



The King : Yes, I have. Do you remember me?

The woman : I'm sorry, I don't, Your Majesty.

The King : I am the poor man who visited your home last week. I was very happy about the way you treated me. Your kind words brought great relief to my weary mind. I will order my soldiers to build a new house for you. Please take this gift as a sign of my gratitude for your kind deed.

The woman : Thank you very much, your Majesty. It's very kind of you. May you live long..!

Activity 1 - Reading

Answer the following questions.

1. Who visited the house?
2. What did he ask the woman?
3. How did the woman help him?
4. In whose house did the king stay?
5. Why did the king call the old woman to the palace?

Activity 2 - Pronunciation

Pronounce the given words in the table.

aw - |**a**ʊ|	**ew –**|əʊ|	**oow-**|**uː**|
|**na**ʊ| - *now*	| **r**əʊ**l**| - role	| **fuː l**| - fool
|**bra**ʊ**n**| - *brown*	| **kl**əʊ**v**| - clove	| **puː l**| - pool
|**da**ʊ**n** | - *down*	| **k**əʊ**l**| - coal	| **kuː l**| - cool

foul, town,
clown, frown, pole,
bowl, whole, stove,
rule, tool, noon, tooth

Activity 3 -Pronunciation

Match the words in circle with correct sound and fill in the table below.

aw - | aʊ |	ew –| əʊ|	oow -| uː |

Activity 4 - Reading

Read the given utterances and responses below.

1

Dimuth : My sympathies, Suresh.
Suresh : Thanks Dimuth.
Dimuth : I was down with fever last week. That's how I missed the funeral.
Suresh : It's alright Dimuth. I understand.
Dimuth : How old was your grandfather?
Suresh : He was 83.

2

Ruwan : Many happy returns of the day, Malith!
Malith : Thank you. I didn't think you'll remember!
Ruwan : Don't be silly, how can I forget it?

3

Daughter: You seem to be so tired. Would you like to have a cup of tea?
Aunt : I'd really love to have one. How kind you are!

4

Suresh : Hello, happy new year! Priyan.

Priyan : Same to you, Suresh. May all your dreams come true this year!

5

Sahan : Congratulations! Prabath.

Prabath : Thanks. How did you get to know?

Sahan : Gayan told me. So when is the party?

Prabath : Next week.

Sahan : That's wonderful!

6

Father : This is for your birthday.

Son : Wow! I can't believe my eyes. Thank you very much father.

Now put the utterances given above in the correct column of the following grid. Use the numbers given for each utterance to fill in the grid.

Expressing surprise	Wishing or blessing	Offering and accepting	Expressing condolence

Learning Point

Prefixes

A prefix is a group of letters that is added to the beginning of a word to modify its meaning.

e.g. : **dis** + like = dislike

un + kind = unkind

re + arrange = rearrange

anti + virus = antivirus

Activity 5 - **Vocabulary**

Read the given word list and select the correct prefixes given to make a new word. Copy the grid in your writing book and complete it.

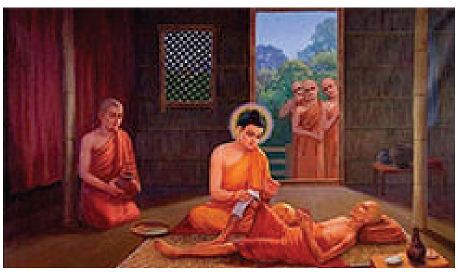
climax, nuclear, venom, start, comfort, transitive, ability, play, connect, direct, visible, correct, fresh, appear, agree, believe, build, accurate, attentive

Re	Dis	In	Anti

Activity 6 - Reading

Read the poem and answer the questions.

Kindness



Be kind to others
Take a good look around
Although we are different,
Similarities abound.
Try not to judge,
Pick on, or tease

Treat each other fairly,



With kindness and ease.
Wait until you know
What's deep down inside,
You might find a friend
Standing right by your side.

Patricia Gatto

1. What is the poem about?
2. How many stanzas are there in the poem?
3. Write down two pieces of advice given by the poet.
4. According to the poem, how should we treat each other?
5. Briefly describe the following lines.

   "Wait until you know
   What's deep down inside."

Making Public Speeches

Read the speech that Venerable Vineetha made in the morning assembly on "Gal Viharaya".

Most Venerable Sumangla and dear teachers and friends,

I am going to speak a few words on "Gal Viharaya in Polonnaruwa". The Gal Vihara was originally known as Uttararama. It is a rock temple. It is in North Central Province in Sri Lanka. It was built in the 12th century by King Parakramabahu I. There are three statues: one is a large seated statue, another is a smaller seated statue carved inside a standing statue and the last one is a reclining statue. These are considered to be some of the best examples of ancient Sinhalese sculpting and carving arts. This has made the Gal Vihara the most visited monument in Polonnaruwa. So, as Buddhists we should visit it and protect it. Now I am going to wind up my speech. Thanks for your attentive listening.

Activity 7 - Speaking

Now prepare your own speech. Use the examples given to begin and end your speech.

Introduction

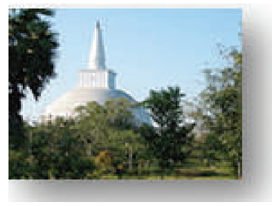
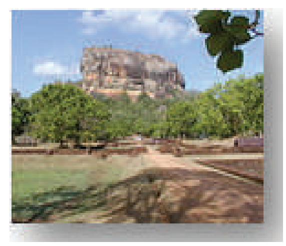
1. Good morning Venerable Sir, teachers **and** my dear friends, today my speech is on ....
2. It gives me a great pleasure, as the president of the English Club, to speak a few words on ....
3. I am really honoured to be invited to make a speech on ....
4. I am very happy to be here to speak on ....
5. Thank you for giving me this opportunity to talk a few words on ....

Conclusion

1. Thank you very much for your attentive listening.
2. Time is ticking; I feel it is high time to wind up my speech. Thank you.
3. Thank you once again, may the Triple Gem bless you!
4. Thank you for listening to my speech.



Venerable Vineetha prepared his speech using a brochure that was given to him when he went on an educational trip. Find below simillar brochures on important places in Sri Lanka. Read them.

		
Kandy The Sri Dalada Maligawa or The Temple of the Sacred Tooth Relic is a temple in the city of Kandy in Sri Lanka. Kandy was the capital of the Sinhalese kings from 1592 to 1815. The city is a world heritage site declared by UNESCO, in part due to the temple.	**Anuradhapura** Anuradhapura is the first ancient capital of Sri Lanka. The city is situated 205 km (127 miles) north of the current capital Colombo in the North Central Province of Sri Lanka. Today this sacred ancient city of Sri Lanka consists of monasteries covering an area of over 40 km^2 and is one of the world's major UNESCO archaeological sites.	**Sigiriya** This is known as the eighth wonder of the world. It is an ancient castle built by King Kashyapa. It is famous for its Lion Gate, Mirror Wall and the Sigiriya Frescoes. The site is both a palace and a fortress.

Activity 8 - Writing

Now, you design a brochure that can be distributed among tourists who come to your temple.

You can include the following information in your brochure.

- Introduction to the place. (who built it, where it is, how to get to the place and the nearest town)
- Special structures and importance of the place as a religious and historical site. (what is the shape of the Stupa, how old the temple is, etc.)
- Draw or paste some pictures of the temple to make it attractive.

Activity 9 - Listening

Listen to the texts read by the teacher and match the causes correctly with the effects by putting the correct number in the brackets.

1. Misusing the mobile phone can create many problems. ( )
2. Such places may become mosquitoes breading grounds, spreading dangerous diseases and making the soil infertile. This may cause landsliding too. ( )
3. Leads to various diseases and behavioural problems in childern. ( )
4. School children get the opportunity to use their free time usefully and broaden their general knowledge. ( )
5. It always adds some new experience to life and enables to get away from one's busy routine for a while. ( )

Learning Point

Whom / Whose *(Interrogative Pronouns)*

"Whom" is an object pronoun. We use "whom" to ask which person receives an action.

e.g. : **Whom** are you going to invite?

e.g. : **Whom** did you inform about the accident?

"Whose" is a possessive pronoun. We use 'whose' to find out which person something belongs to.

e.g. : **Whose** bag is this?

e.g. : **Whose** dog is running towards the school ?

Activity 10 - Grammar

Underline the correct interrogative pronoun given within brackets.

1. (Whose/Whom) are you going to select for this job ?
2. (Whose / Whom) dictionary is on the table ?
3. (Whom, Whose) do you want to invite as the Chief Guest?
4. (Whose/Whom) bicycle is parked against the shrine room ?
5. (Whose / Whom) article is the best ? Nimal's or Kamal's?
6. (Whose / Whom) do you want to meet in the temple ?

Activity 11 - Grammar

Write the questions for the following answers.

1. Whose ______________________________________?
This book is mine.

2. Whom ______________________________________?
I want to meet Venerable Nanda.

3. Whom ______________________________________?
He informed it to the principal.

4. Whose______________________________________?
This bag is Ruwan's.

5. Whom______________________________________?
They selected grade three students for the contest.

Sil Programme 4

Those who subdue their mind are free from the bond of Māra
- Citta Vaggga



Act Out

Let's meditate

(It is a Poya day, Pavara and all his friends have observed Sil. Now they are listening to a sermon at the preaching hall.)

Venerable Mangala : Today, I'll speak about meditation. First, tell me, do you know what meditation is?

Pavara : I think it's about breathing.

Venerable Mangala : Well! Do you have any other ideas?

Isuru : Venerable Sir, it's a skill gained through practice.

Venerable Mangala : A good attempt. In brief, it's the process of developing the mind.

Daham : Venerable Sir, how should we start meditation?

Venerable Mangala : First, focus your mind on what you do in your daily life. For example, when you walk, you can count your steps. After some time, you can fully concentrate your mind.

Pavara : Venerable Sir, I think, meditation helps us to pacify our minds.

Venerable Mangala : Yes of course, shall we meditate for a while and see how it works?

Pavara : Really, it would be much wonderful.

Activity 1 -Reading

Answer the following questions.

1. Where are Pavara and his friends?
2. What are they doing?
3. What is the topic of their discussion?
4. What is meditation?
5. How can you start meditating?

Activity 2 -Pair work

Pronounce these words, which are underlined in the dialogue. Pay attention to the initial two letters of each word.

start, skill, speak

Copy this table into your writing book. Together with your partner write down words that are pronounced in the same way in each column.

Pronounce the words

Speak	Start	Sweep	Snack

sparrow, swiftly, stars, straw, snow, sport, swallow, swim, stream, spout, steady, snake, stir, sweet, stand, snag

(*Now complete Activity 1 in workbook Unit 4*)

Activity 3 -Reading



The alms–giving stalls (Dansala) is a famous practice of Buddhists in Vesak, Poson, and Esala seasons. An alms-giving stall provides a massive social service during these seasons. The history of a typical alms–giving stall dates back to the era of the Buddha. The king and other upper class leaders offered alms for the poor people during those times. Today the situation regarding alms-giving stalls has been changed. They are open to every person in society. Today we see many young people participate in organizing alms –giving stalls. Different food items are served to people in alms –giving stalls, such as rice, noodles, biscuits, ice-coffee, cool drinks, etc. Alms –giving stall is an ideal place to promote harmony and equality among people of different walks in society.

Fill the grid with the information given in the above paragraph.

Seasons for organizing alms –giving stalls	
The history of alms –giving stalls	
Present situation	
Food items served at alms-giving stalls	
In the past, alms-giving stalls were organized for	

Activity 4

Mark true (T) or false (F).

1. You can buy what you want in alms –giving stalls. ( )
2. It provides a social service during religious festive seasons. ( )
3. During the time of kings, there were alms –giving stalls. ( )
4. Alms –giving stalls are only for poor people even at present. ( )
5. Different kinds of meals are served in alms –giving stalls. ( )

Activity 5

Read the text again and write three changes in practices found in modern alms-giving stalls.

1. ....
2. ....
3. ....

Activity 6 -Writing

The Chief Incumbent told Mr. Saman (chief–devotee) to draft the Poya day Programme. Now he is discussing it with the Chief Incumbent .

Saman : Venerable Sir, good evening! Here is our Sil programme for tomorrow.

Venerable Mahinda : Good evening! Let's see. Mmm…. Shall we have the meditation programme before lunch?

Saman : That's good Venerable Sir. Any other changes?

Venerable Mahinda : (continues reading) 8.30 am. –Dhamma Discussion, 9.30 am - Reading Jathaka Story. What about a sermon?

Saman : Oh! I forgot it. Shall we have it before tea?

Venerable Mahinda : Sure! but, the Buddha Pooja and other Buddhist rituals should be there as usual. Now, it's fine, isn't it?

Read the dialogue carefully and fill in the grid with the information given in it and add the events related to a typical Poya day programme. The first one is done for you.

Time	Programme
6.30 a.m.	Beginning of the Sil programme

Learnig Point

Reflexive Pronouns

We use a reflexive pronoun:

✓ as an object when the object is the same as the subject of the verb:

e.g. **I** (subject) am teaching **myself** (object) to chant Pirith.

✓ at the end of the clause when we are using it for emphasis:

e.g. **We** whitewashed the classroom **ourselves**.

✓ We often use "by + reflexive pronoun" When we want to say that someone does something alone or without any help from others.

e.g. **I** sweep the temple premises by **myself**.

Activity 7 - **Grammar**

Select the words given in the grid and write them in the relevant box.

itself	I	it	she	he	themselves	ourselves
yourself	myself	You	ourselves	we	they	herself

Reflexive Pronouns

Personal Pronouns

Activity 8

Select the sentences with reflexive pronouns and copy them into your exercise book and underline the reflexive pronouns in each sentence.

1. Mother prepared the alms for twelve monks by herself.
2. Sirimal went to the temple to invite the monks.
3. We cleaned the house by ourselves.
4. Our neighbours helped to arrange the house.
5. Mother offered food and flowers to the Buddha.
6. Sirimal arranged himself the Poya day plan.
7. The Chief Incumbent conducted the Sil programme.
8. He cut himself while shaving his head.

(Now complete Activity 3 in Unit 4 of your workbook)

Activity 9

Fill in the blanks with the correct reflexive pronouns.

1. Venerable Sir, you'll have to do your homework by______________.
2. I introduced ____________ to my new friend.
3. Students, can you arrange the class_____________?
4. The Chief Incumbent decided to repair the temple ____________.
5. We can move the pulpit by______________.
6. You don't need to help them. They can do it by______________.
7. I saw ___________ in the mirror.
8. You publish the notice of the Sil programme today ___________.

itself / himself / ourselves / myself / themselves /yourselves/yourself

Activity 10 - Pairwork

Tell your class about a personal experience that may be funny or generate curiosity. Use as many reflexive pronouns as possible in your story. You can start like this.

One day, I was walking by myself on the road and no one was around. Suddenly , I heard a scream from a nearby wood....

Activity 11 - Pairwork

Given below is the story of the quail. But, the sentences are jumbled. Rearrange and write the story in your writing book.

The fire spread further and further. It came closer to the quail's nest. The heat was spreading and the smoke seemed to suffocate the birds. ☐

One day they heard a great noise. They saw a cloud of smoke. There was a forest fire breaking out. The animals and birds of the forest were helpless and frightened . ☐

Once the Bodhisattva was born as a quail in a bird's nest. He was the youngest in his family. His feathers had not grown. He could hardly use his wings to fly. ☐

Finally Bodhisattva with a deep sigh thought as follows, "I have never done the slightest harm to anyone. By the power of this truth, may I be saved along with the others!" Suddenly, the fire stopped spreading and saved the lives of all. ☐

Activity 12 - Listening

Before the Sil observation of Samadhi Pirivena, a list of instructions was sent to the students. While you listen to the instructions you will hear a stressed word in each sentence. List out the stressed word you hear in each sentence.

	stressed word
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Activity 13

Your teacher will read five pairs of sentences. Listen to the sentences carefully and underline the stressed word in each of them correctly.

1. I came yesterday evening.
   I came yesterday evening.

2. She saw him going home.
   She saw him going home.

3. They didn't tell any lie.
   They didn't tell any lie.

4. My father bought a car at the auction.
   My father bought a car at the auction.

5. Do you have any other idea?
   Do you have any other idea?

Activity 14

The newly built shrine room was declared open by the Chief Prelate. The pictures of the Jataka stories were painted by a well- known artist. The marbled meditating statue of the Buddha was placed inside it. Our Chief Monk delivered a sermon in the newly built shrine room. The devotees listened to the sermon attentively.

Write the questions for which the following will be the answers.

1. Who ....
   By the Chief Prelate.

2. How ....
   Devotees listened to the sermon attentively.

3. Who ....
   Our Chief Prelate delivered the sermon.

4. Where ....
   In the newly built shrine room.

5. What ....
   The marbled meditating statue of the Buddha .

Learning Point

Active and Passive Voice (Simple Past)

- Each sentence begins with a subject.

  e.g. Our Chief Incumbent delivered a sermon in the newly built shrine room hall.

- When the subject is a person or a thing doing the action, then we use an active verb.

  e.g. The devotees listened to the sermon attentively.

- When the subject is not the agent (is not doing the action), then we use a passive verb.

  e.g. The newly built shrine room was declared open by the Chief Prelate.

The beginning of the sentence is "The newly built shrine room". But it is not the doer of the action. (doer- the Chief Prelate.)

Activity 15

Copy out the following sentences in the correct column of the given table.

1. A planned programme was carried out by village temple for the Poya day.
2. Most of them stayed in the temple until morning.

3. Sil was renewed by the devotees in the evening by observing the eight precepts once again.
4. They continued Sil until next morning.
5. New robes were distributed to monks on the Poya day.

Active Voice	**Passive Voice**

Complete the Activities 4 & 5 in Unit 4 of your workbook.

Activity 16

Following texts are the different ideas of people about Poya day and its rituals.

Read them carefully.

1.

Last Poya day I walked to the temple clad in white early in the morning to observe Sil.

I offered a basketful of white flowers to the Stupa, at the Bo-tree and to the Buddha in the shrine room. I listened to a valuable Dhamma sermon for an hour. I think, every Buddhist must have the experience of observing Sil to get away from this restless life at least for a few hours.

2.

Poya day is the most auspicious day for Buddhists. Because it has a great religious importance. People mainly practise charity(Dhana), good conduct (Seela) and meditation (Bhawana) on a Poya day. Many listen to Dhamma sermons and discussions at home and at the temple. All these activities help to develop our mind.

3.

If you visit any temple in Sri Lanka on a Poya day you can see many things. People sitting on the ground and listening to Dhamma sermons. Some will be lighting lamps and incense sticks. Others might be meditating in different places in the temple premises.

4.

The word Sil is a Sinhala word. It is believed to have originated from Pali. The word Seela means good conduct. Any follower of the Buddha must first observe Seela.

Write the correct number against each topic.

Topic	Text Number
(a)An introduction to Sil	
(b)How I see a temple on Poya day	
(c) My experience of observing Sil	
(d) Many religious activities on Poya day	

We Are Friends

5

True friendship can offer true knowledge



Act Out

Life is better with friends!

Lasith, Namal and Sumudu are at the temple. They are talking with Venerable Nanda.



Venerable Nanda: Hello Sumudu. I don't see you very **often** now. Why do you look so sad?

Sumudu : Oh it's nothing.

Lasith : Then come, let's play a game.

Sumudu : A game? You know I can't play.

Venerable Nanda : Why not Sumudu? Let's sit and play a game.

Namal : Yes. Let's all sit down. Here, let me help you.

Sumudu : Thank you Namal. **Sometimes** I feel so sad. I can't do many things that you can do. I'm a person with a disability.

Venerable Nanda : You should **never** think like that Sumudu. Though you are a person with a disability there are things that you can do. We are good at different things.

Lasith : That's true. Even Venerable Nanda can't do many things that we do though he is not a person with a disability.

Venerable Nanda : Yes, Sumudu but I'm happy with the things I can do.

Namal : Ok. That's a fine game. Let's see what we are clever at.

Lasith : Oh no! I can't think of anything I'm good at.

Venerable Nanda : Why Lasith, aren't you good at miming?

Sumudu : That's true, Venerable Sir. **Once** he mimed flying a kite. That was great!

Namal : Of course. And you Sumudu… you recite verses so beautifully.

Lasith : Hmm… I **always** admire your voice.

Venerable Nanda : Do you know what I'm good at? Make a guess.

Lasith : You're very good at many things, Venerable Sir. Chanting pirith and preaching Bana to all of us.

Namal : Hey, that leaves me behind.

Venerable Nanda : You can draw well, can't you?

Namal : Oh yes, I have won many prizes for drawing.

Sumudu : That really shows how we are differently abled. Thank you friends. You made me feel better.

Activity 1 -Reading

Read the conversation and fill in the information about the four friends.

Name	Good at

**Now, complete Activity I in Unit 5 of your workbook.*

Activity 2

1. Who looks sad?
2. What is the reason for it?
3. Who says he is happy with the things he can do?
4. What did Lasith once mime?
5. Who admires Sumudu's voice?

Frequency Adverbs

Pay attention to the following sentences taken from the conversation.

I don't see you very **often** now.

Sometimes, I feel so sad.

You should **never** think like that Sumudu.

Once he mimed flying a kite.

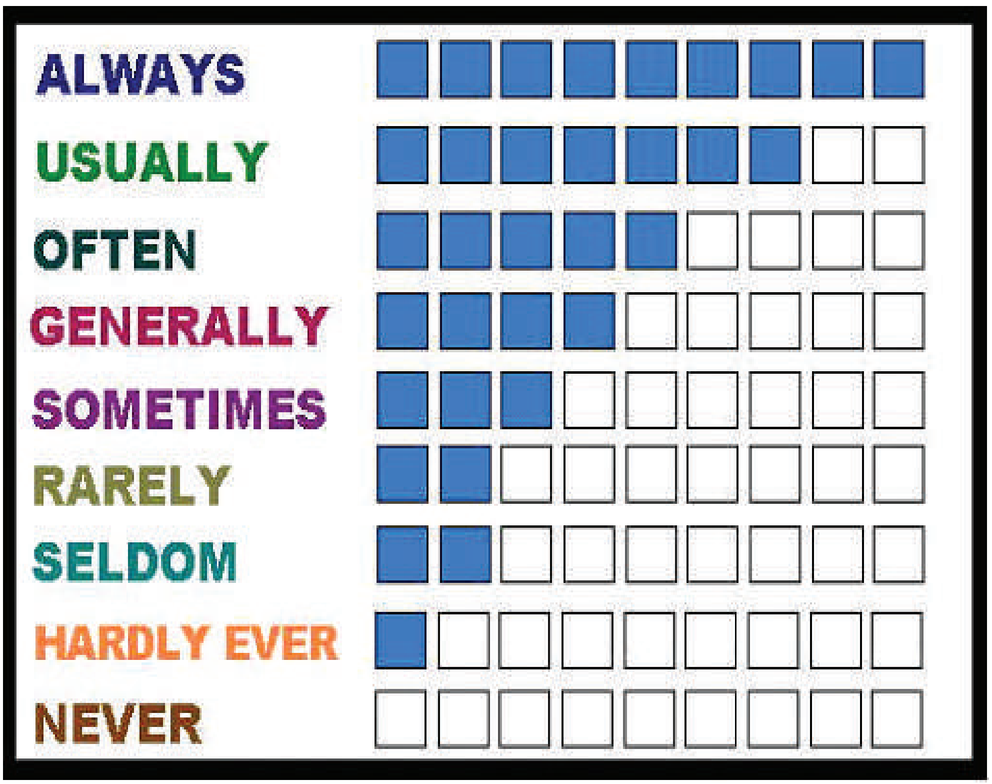
I **always** admire your voice.

Learning Point

Frequency Adverbs

In the above sentences the highlighted words are frequency adverbs. They tell us how often something happens. Frequency adverbs are usually placed before the verb.

Here are some examples of frequency adverbs.



Adverbs of duration tell us how long something happened. They include; briefly, forever, long, shortly, permanently, temporarily, etc.
Adverbs of reason tell us why something happens. They include; therefore, consequently, thus, hence, etc.

Activity 3 - Grammar

Put the adverbs of frequency in the correct place and rewrite the sentences.

1. Good children tell lies. (never)
2. I sweep the alms hall in the morning. (sometimes)
3. I worship the Buddha in the evening. (always)
4. My sister helps my mother in the kitchen. (usually)
5. We watch TV in the afternoon. (rarely)

**Now, complete Activity 2 in Unit 5 of your workbook.*

Reading

Be thankful for what you have

A blind boy of about **twelve** years used to sit on the steps of a building with a hat by his feet. He **quietly** held up a sign which said: "I am blind, please help." There were only a few coins in the hat as many people did not notice him.



One day a man who was walking by noticed him and dropped a few coins into the hat. He then took the sign, turned it around, and wrote something on it. He put the sign back so that everyone who walked by would see.

Soon the hat began to fill up with money. More and more people were giving money to the blind boy. That afternoon the man who had changed the sign came back to see the boy.





The boy recognized his footsteps and asked, "Weren't you the one who changed my sign this morning? What did you write?"

The man said, "I only wrote the truth. I said what you said but in a different way." I wrote: "Today is a beautiful day but I cannot see it."

Both signs told people that the boy was blind. But the first sign simply said the boy was blind. The second sign told the people what they could see, but the boy could not.

Moral of the story: Be creative. Be innovative. Think differently and positively.

Adapted from: http://academictips.org/blogs/the-blind-boy/

Activity 4

Read the story about the blind boy and state whether the following statements are TRUE or FALSE.

1. The boy held up a sign as he could not talk.
2. The man who changed the notice wanted to help the boy.
3. The new notice made people stop giving money to the boy.
4. The man who changed the notice wrote a lie on it.
5. The story makes people look at life in a positive way.

Activity 5 - Speaking

Pairwork

Now re-tell the story about the boy to your friend.

Activity 6 - Pronunciation

Pronounce these words that are underlined in the story. Pay attention to the initial two letters of each word.

A blind boy of about **twelve** years used to sit on the steps of a building with a hat by his feet. He **quietly** held up a sign which said: "I am blind, please help."

tw**elve** qu**ietly**

Copy this table into your writing book and write the given words in the correct column. With the help of a dictionary add some more words to each column.

Now pronounce the words.

quick, quarter, twenty, twig, twins, quail, twist, twilight, quarrel, queen

tw**elve**	qu**ietly**

**Now, complete Activity 3 in Unit 5 of your workbook.*

Vocabulary

Let's study compound nouns.

A **compound noun** is a **noun** that is made up of two or more words. There are three forms for compound nouns:

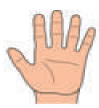
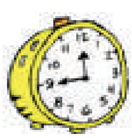
- open or spaced - space between words (tennis shoe)
- hyphenated - hyphen between words (father-in-law)
- closed or solid - no space or hyphen between words (sunshine)

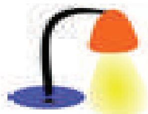
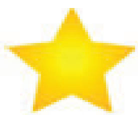
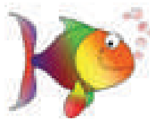
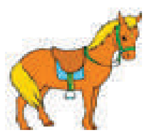
noun + noun	railway station
adjective + noun	full moon
verb + noun	washing machine
verb + preposition	check-out

Here are some examples of compound nouns:

Activity 7 - Reading

Study the pictures and write the compound noun.

Word 1	Word 2	Compound noun
		
		
		
		

Activity 8

Read the list of words and join them from left to right to make compound nouns.

rattle	ball	house	boy
text	**snake**	post	phones
foot	work	room	wife
black	book	child	man
home	board	head	hood

**Now, complete Activity 4 in Unit 5 of your workbook.*

Reading

This is an experience Navindu faced last Saturday.

Last week I was **invited** to join an alms giving to a home for the senior citizens. It was **organized** by my friend Dulina's family. I was **asked** to come to the home around 10 am and I was looking forward to it.



On the particular day, just as I was about to leave home, I saw a note on the table. It was written by my father. My mother had **fallen** ill and he had **taken** her to the hospital. I was worried as I didn't know how serious my mother's illness was.

Anyway I had to wait at home until my parents returned from the hospital. Fortunately, it was nothing serious and my mother was feeling better after taking the medicine the doctor prescribed.



Finally, two hours later I went to the alms - giving. They had **offered** the meal to the elders and they had already **eaten**. However, I helped them with the cleaning and entertaining them.

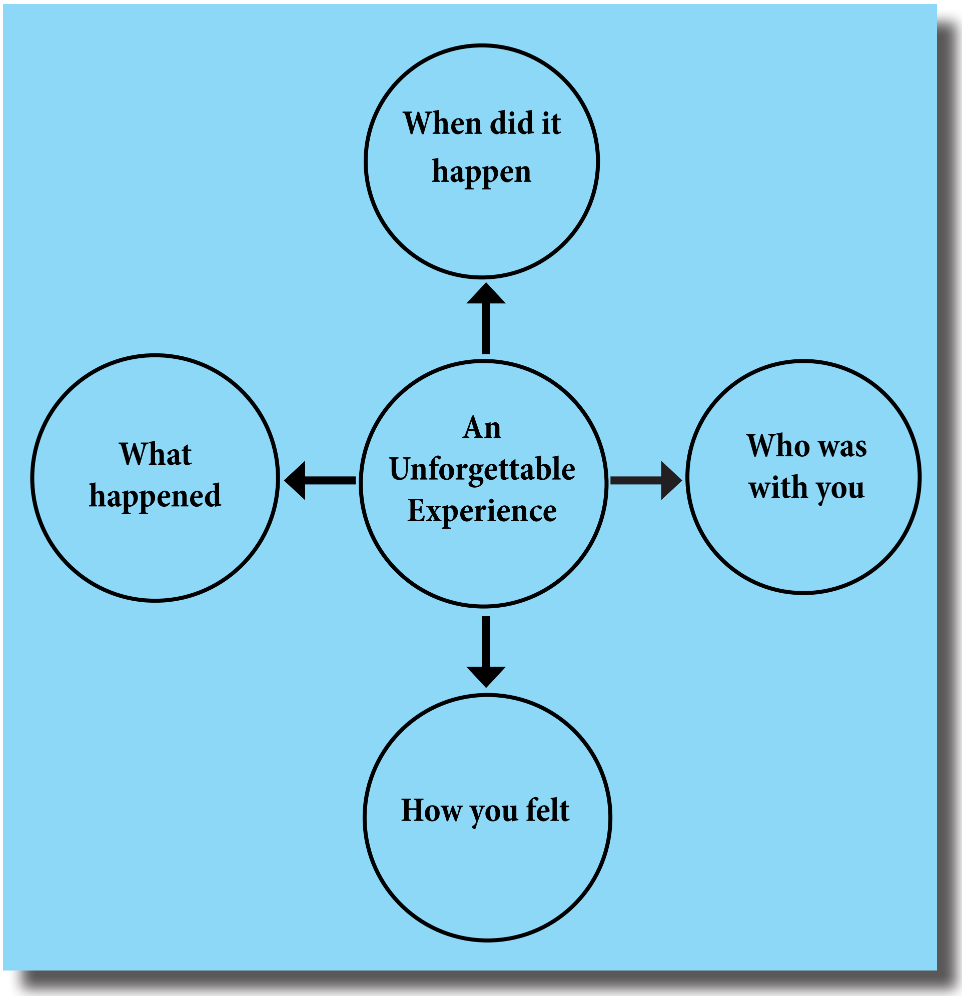
Activity 9

Read and answer the questions.

1. What is the event mentioned?
2. Who organized it?
3. What time was Navindu asked to be there?
4. What was on the table?
5. Why was Navindu worried?
6. How did Navindu help at the home for the senior citizens?

Activity 10 - Writing

Think of a similar experience you had faced and fill in the mind map given.



Now write a paragraph describing your experience.

**Now, complete Activity 5 in Unit 5 of your workbook.*

Activity 11

Write a note to one of your friends inviting him to come for the Kaṭhina Ceremony (***the ceremony of offering robes at the end of rainy season***) in your village temple. Include all the necessary details.

Now pay attention to the highlighted verbs in the story about Navindu.

These verbs are in the participle form of the verb.

Present	**Past**	**Past participle**
invite	invited	invited
organize	organized	organized
ask	asked	asked
write	wrote	written
fall	fell	fallen
take	took	taken
offer	offered	offered
eat	ate	eaten

Learning Point

- Past participles have three uses in the English language.

1. Perfect Tenses
    1. Present Perfect [has/have + past participle]
       She has eaten her breakfast just now.
       They have already posted the letters.
    2. Past Perfect [had + past participle]
       The teacher had collected the answer scripts.
    3. Future Perfect [will have + past participle]
       I will have finished reading this book by this time tomorrow.

2. The Passive Voice
   All the letters are signed by the principal.

3. As Adjectives
   There is a broken chair in the classroom.

- For regular verbs, the past forms (both simple and perfect) are simply the verb with 'ed' added to the end.

Present Verb	*Simple Past*	*Past Participle*
help	helped	(have) helped

- Irregular verbs do not follow a rule or pattern.

Present Verb	*Simple Past*	*Past Participle*
give	gave	(have) given

Activity 12 - Grammar

Fill in the blanks using the past participle form of the verbs.

1. The children have _____________ (eat) all the mangoes.
2. The teacher has ____________ (give) us lot of homework today.
3. This essay is badly _____________ (write). Why don't you rewrite it?
4. They have _____________ (choose) to build their new home by the river.
5. The mildness of this soap is scientifically ______________ (prove).

**Now, complete activity 6 in unit 5 of your workbook.*

Activity 13

Write sentences with the help of words/ phrases in the table.

The chief patron of the temple		gone on a pilgrimage yesterday.
Most of the children		swept the compound before worshipping the Buddha.
Nihindu	has have had	organized a Shramadana to clean the premises.
Venerable Nanda		gathered here today to listen to the sermon.
They		fallen from his bicycle. We must help him.

Activity 14- **Listening**

Copy the following sentences into your writing book.

Listen and underline the word that is stressed each time the sentences are read. Then match the underlined sentences with their meanings.

Sentences

1. I think we must clean the house today.
2. I think we must clean the house today.
3. I think we must clean the house today.
4. I think we must clean the house today.
5. I think we must clean the house today.

Meanings

A. I think we must clean the house today itself, not wait till tomorrow.
B. It is my idea that we must clean the house today. I don't know how others think.
C. I think we must clean the house, not paint it.
D. I think it is us who should clean our house, not our neighbours.
E. I think we should clean the house, not the garden.

Punctuation

Let's study the uses of the inverted comma.

The inverted comma

Inverted commas are punctuation marks that are used in writing to show where a speech or a quotation begins and ends. They are usually written or printed as single inverted commas ' ' or double inverted commas " ". Inverted commas are also sometimes used around the titles of books, plays, or songs, or around a word or phrase that is being discussed.

Activity 15 - Grammar

In the following sentences put in quotation marks wherever they are needed.

1. Venerable Nanda is not feeling well, the Chief Incumbent said.
2. Yes, Sumudu said, I can sing well.
3. Namal is working hard this term, said the teacher.
4. Yesterday, sister said, I need some pictures of animals.
5. She asked. Do you read the Sunday newspaper?

Good Conduct 6

"It is good to avoid committing such actions which would later lead to regret"

-(Dhammapadaya: Chapter 5-Fools, Verse 67)

I do not...!



Act Out

Amal (Commentator): Good morning everybody. Now you're listening to **Buddhist Thoughts** on Bodu Handa FM. Today's topic is "Five Precepts". We have invited Venerable Mapalagama Chandima to speak on this topic.

Venerable. Sir, what are the five precepts?

Venerable Chandima : Good Morning all of you. They are the basic practices in Buddhism. As you know, Buddhists follow them daily.

Amal : Venerable Sir, what are they?

Venerable Chandima : The **five** precepts are:

1. I do not take anybody's life.
2. I do not take what belongs to others.
3. I do not commit sexual misconduct.
4. I do not tell any lies.
5. I do not use any intoxicants.

Amal : Venerable Sir, how will one break the first precept?

Venerable Chandima : This will happen if you kill somebody intentionally.

Amal : What about the second and third ones?

Venerable Chandima : In the second one, you should not take anything that doesn't belong to you. The third is about not having any illicit relationships.

Amal : And the last two, Venerable Sir?

Venerable Chandima : In the fourth one, you should not tell lies or speak any empty words.

Amal : That's interesting. And the last one?

Venerable Chandima: The last one talks about not taking alcohol.

Amal : Thank you, Venerable Sir for a wonderful discussion and hope to have you here again.

Venerable Chandima: Thank you. May the Triple Gem Bless you!

Activity 1 -Reading

1. What is the radio programme?
2. What is the topic of today's discussion?
3. List out the five precepts.
4. Write how each of the five precepts is broken.

Activity 2 -Speaking

Match precept with the situation where it's not broken.

Precept	Situation
i. I do not take anybody's life.	a. Suresh left his new sharpener in the class. I took it and I gave it him following day.
ii. I do not take what belongs to others.	b. Shihan's father used to drink alcohol every day, but now he does not drink any alcohol.
iii. I do not commit sexual misconduct.	c. A centipede was on the pavement. Father took it with a stick and threw it away.
iv. I do not tell any lies.	d. Nimal broke the window of the class. No one saw it. But, when the teacher asked the class about it, he admitted his fault.

v. I do not to use any intoxicants.	Kusuma has her faithful relationship with her husband and lives according to Buddhist teachings.

Activity 3 Speaking

Pairwork

Using following mind map to prepare a speech for the morning assembly on “**Five Precepts**”.

- Greeting- Good morning, Venerable Principal, Vice Principal, Teachers and my dear friends! Today my topic is/ …I would like to speak on…/ deliver a few words on “Five Precepts” …
- Introduction -As we all know, five precepts are …. / what are five precepts? What is your
- Elaboration – Now let’s take the first precept…/ if we think about first precept, it ….
- Conclusion–As Buddhist, we ought to observe ……. / the benefits of observing these precepts are... In brief, we can understand that five precepts are…



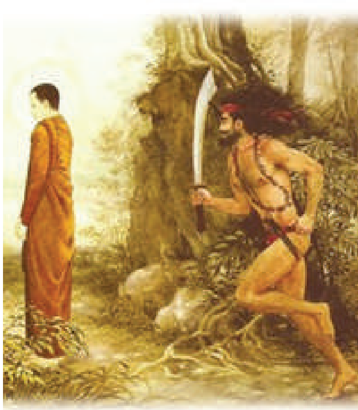
Activity 4 - Writing

Complete the table by using the Jataka stories that refer to the five precepts.

Story Index	Name	Moral of the story	Most referent precept	Page No of the book
1	Apannaka	Without being deceived by lies, we must work diligently	Telling lies	2
13	Kandina Jatakaya	The consequences of being subdued with lust and passion	Committing sexual misconduct	32

Learning Point

Present Perfect Tense



Angulimala:

*"While walking, contemplative, you say, **'I have stopped.'***
*But when I have stopped you say **I haven't**. I ask you the meaning of this: **How have you stopped?** How haven't I?"*

The Buddha:

*"I have stopped, Angulimala, once and for all, having cast off violence toward all living beings. You, though, are unrestrained toward beings. That's how **I've stopped** and **you haven't**."* Present perfect tense connects **past action into present result**. We use present perfect tense when we talk about a finished action

and want to emphasize the result over the past action.

e.g ***"I have stopped."***

Interrogative/ Question form

e.g. "How have you stopped?"(Have /has + Subject+ past participle)

Negative form

e.g. "I haven't(stopped) " (Subject+ have /has + not +past participle)

Activity 5 - Grammar

Srimal and Venerable Tissa are decorating the Pirivena Hall for English Day celebrations. Fill in the blanks in the given dialogue using words in the brackets.

Srimal : How is the decorating going on? Have you finished it? (You / finish)

Venerable Tissa : No, ……………… (not). Decorating the oil lamp is really difficult, you know.

Srimal : Let me help you ……………… (you/ finish) making the garland?

Venerable Tissa : I have almost finished the half of it. Ok, Let me do it. What else?

Srimal :Venerable Tissa, ……………… (you/ bring) a pair of scissors? I asked you to take a one

Venerable Tissa : I'm sorry, I forgot it. I'll send someone to bring it now. By the way, did you drink some tea?

Srimal : Yes, ……………..(we/ have) some tea just now. Thank for your kindness!

** Now do the Activity 1 in unit 6 of your work book.*

Srimal and his mother have come to the temple to confirm their almsgiving for tomorrow. They are in front of the alms hall. Venerable Tissa is **rearranging** some tables in the alms hall.

Venerable Tissa : Good evening! Why are you here today?

Mother : Good evening Venerable Sir! Our alms giving is tomorrow. I came to speak to Venerable Amitha about it.

Venerable Tissa : Oh, let me see what the temple programme is for tomorrow. **In case** we have to attend another event, we will make arrangements for your alms-giving.

Mother : Thank you, Venerable Sir. I have been giving this alms-giving on this day for the past 10 years for my mother's birthday.

Venerable Tissa : Yes, I know, there are so many like you and that's wonderful.

Mother : Venerable Sir. This year's alms-giving is special to me.

Venerable Tissa : Why is that?

Mother : My mother will be **eighty-nine** years old tomorrow.

Venerable Tissa : Really? **Then** this will make her birthday more meaningful, won't it?

Mother : Both my **mother-in-law**, and **father-in-law** would like to donate some books to the temple library?

Venerable Tissa : How nice! That would bring a lot of merit to all ofyou because so many of our young monks can use these books for their studies.

Mother : Could we come here with the alms around 11.00?

Venerable Tissa : No, it's better if you are here between **11.15 and 11.30**

(Srimal and his mother worship Venerable Tissa and leave the temple)

Srimal : Mother, shall we give chocolate **ice-cream** for **dessert**?

Mother : Yes, and we should have fresh fruit too.

Activity 6 - Reading

1. Who came to the temple?
2. Why couldn't they meet Venerable Amith?
3. How long has Sirimal's mother been giving the almsgiving?
4. Why is this almsgiving special?
5. How old will Srimal's grandmother be next year?
6. What does Srimal want to have at the almsgiving for dessert?

Activity 7 - Listening

Listen to the text read by the teacher carefully and underline the correct answer.

1. Srimal has finished peeling …………………...
   a. Onions
   b. Onion and potatoes
   c. almost both of them

2. Mother is ……..……………... about Srimal's helpfulness in peeling vegetables.
   a. happy
   b. surprises
   c. surprised and happy

3. Srimal was …………………. to see what father had brought.
   a. anxious
   b. afraid
   c. angry
4. Srimal was …………………. with the type of ice cream.
   a. happy
   b. disgusted
   c. quite amazed

5. Mother was ………………… When he reminded her of the dessert.

   a. afraid
   b. worried
   c. surprised

Punctuation: Hyphen

Monday - Friday
4 P.M - 6 P.M
March 1 - 30
1892 - 1945



Lerning Point

- The hyphen (-) is a punctuation mark mainly used to join words or parts of a word to bring out a new meaning.
  Re-arranging, mother-in-law, eighty-nine are hyphenated words

e.g.	ice	- is water frozen into a solid state.
	cream	- fatty part of milk.
	ice-cream	- a sweetened frozen food

- Hyphens are used to link words and parts of words. They are used in:
  - in compound words
    e.g. sugar-free, quick-thinking, good-looking, ice-skate
  - to join prefixes to other words
    e.g. re-elect, re-enter

Activity 8 - Grammar & Vocabulary

Fill in the table using the given hyphenated words in the correct column of the table.

noun+ adjective	noun+ (-ing) form	noun +past Participle	adjective + ing form	adjective +past participle	prefix - word	preposition in middle	preposition at end

sugar-free, ozone- friendly, case- sensitive, camera-ready, carbon-neutral, skin-deep, sport-mad, free-thinking, peace-loving, all-knowing, window-shopping, habit -forming, power-driven, computer-aided, user-enervated, custom-built, good-looking, quick-thinking, dry-cleaning, well-known, well-dressed, fair-haired ,muddle-headed, ready-mixed, bad-tempered, old-fashioned, left-handed, ex-mayor, post-colonial, anti-nuclear, non-smoker ,co-operate, re-echo, state-of-the-art, son-in-law, up-to-date, ready-to-wear, free-for-all, check-in, run-down, lift-off, love-in, passer-by, turn-up, turn-on

**Now do the Activity 2 in Unit 6 of your workbook.*

Activity 9 - **Pronunciation**

Select the correctly pronunciation of the word. Stressed syllable is shown in capital letters.

1. Modern refrigerators are ozone-friendly.
   a. FriendLY
   b. FRIENDly
2. Education is a habit-forming process.
   a. HAbit
   b. haBIT
3. Most probably quality of a good may poorer if it is custom built.
   a. CUStom
   b. cusTOM
4. Quick thinking to take right decision in driving save many lives.
   a. thinkING
   b. THINKing

Connectors

Now let us learn how to join sentences.

- The words, **"then, therefore, after, before, so that, so, because, then, while, as"** are called connectors.
- They show some **logical connections** between utterances.
  e.g.
- **Then** this will make her birthday more meaningful, won't it? (Sequence)
- **In case** we have to attend another event, we will make arrangements ..."(Cause and effect)

Summary

Connector	How to connect	example
because	effect + because + cause	I came late to school **because** I couldn't catch the bus.
therefore	cause + therefore + effect	I overslept **therefore** I couldn't do my homework.
After	second action+ +after + first action	We entered the shrine room **after** we removed our shoes.
So that, so	cause +so that + effect	It is easy **so that** I did it at once.
While	action +while + continuous action	We heard a knock on the door **while** I was doing my homework.
When	action +when+ non-continuous action	We were studying **when** the principal entered the classroom.
As, since	result + as +cause	we didn't sweep the garden **as** it rained heavily.

Activity 10

Copy down the following sentences into your writing book and underline the correct connector given within the brackets.

1. I was late (so, then, because) I couldn't catch the school bus.

2. Venerable Suseema got up late (before, as, after) he had a Pirith ceremony last night.
3. Every day we worship the Buddha (after, while, before) we go for sleep.
4. Venerable Rahula went for an alms-giving (after, so, then) he missed the first lesson.
5. Retreat season comes (after, before, while) Vesak Festival.
6. A few devotees were falling asleep (then, so, while) the sermon was going on.
7. Queen Yashodara passed away (before, after, as) the Buddha did.
8. I prefer Pali to Sanskrit (then, so, since) I scored the highest marks for it.

Activity 11 - **Grammar**

Given below is the story of Sattikumbha. But, the sentences are jumbled order. Put the numbers in the given column correctly to make the story meaningful. First one is done for you.

✓	Once there lived two parrots with their parent in a nest of a large tree in the jungle.	
✓	One day, their parents flew out in search of food for them.	
✓	There came a storm. The two birds were afraid of falling off their tree. Their wings were not strong enough for them to fly out.	
✓	Their tree too began to shake horribly because of the strong wind.	
✓	They were thrown out of the tree and fell into two different places.	

✓	One was blown away to a land where a gang of robbers lived. The robbers caught the parrot and named it Sattikumbha. He used to live with robbers and learnt to use harsh and bad language that the robbers spoke.	
✓	The other parrot was blown away to a land where there was a cottage of a hermit. He fell on to an altar of flowers that was outside the cottage and was named Pushpaka. He used to live with a hermit who used kind words. Pushpaka learnt to speak kind words.	
✓	One day, the king of the county happened to pass the lodge of the robbers and heard the harsh words of the parrot- "catch him, tie up, kill him". Thinking that there might be a danger, the king went away quickly.	
✓	Then he heard the kind words of the parrot who said, "Please come, you can rest here", from a cottage nearby. Soon he came to know that a hermit was living there.	
✓	The king asked the hermit, "I heard the words of two different parrots; one spoke harsh words and the other spoke kind words. Why is that?" the hermit replied one parrot lived with thieves. So, he used the language that the robbers spoke. The other one lived with me. So, he spoke kind words.	

Activity 12 - **Speaking**

Now use connectors make the story more meaningful and narrate it to the class. You will start like this…

Today, I'm going to tell you Jathaka Story. It is the Sattikumbha Jataka story. Once there lived two parrots with their parents in a nest in jungle…

Now do the Activity 3 in Unit 6 of your workbook.

Let's have some tea

Venerable Nanda was doing his homework for some time. He wanted some tea. He goes to Venerable Rahula's room. He knocks on the door.

Venerable Rahula : Who's there? Come in!

Venerable Nanda : What are you doing? Did you finish your maths homework?



Venerable Rahula : Not yet, But I did most of them. Few sums are difficult but **most** of them are easy. What about you?

Venerable Nanda : I only did a few. I have many more to do.

Venerable Rahula : They aren't that difficult, are they?

Venerable Nanda : No, but, **some sums** are a little difficult.

Venerable Rahula : You'll have to hurry up, you don't have **much time** to finish them.

Venerable Nanda : By the way, let's have **some** tea?

Venerable Rahula : Why not? Sure! Can you bring **some** water please?

Venerable Nanda : Ok. Give me the kettle.

Venerable Rahula : Here you are.

(Venerable Nanda plugs the kettle and switches it on)

Venerable Rahula : Have a biscuit! There is a piece of cake too.

Venerable Nanda : No, this is enough, thank you.

Venerable Rahula : How do you take your sugar?

Venerable Nanda : Like **little** deeds go a long way, **a little** sugar is better!

Activity 13 - Reading

1. Who are the two friends?
2. What was Venerable Nanda doing before he met Venerable Rahula?
3. Did Venerable Nanda take a piece of cake?
4. Who feels that mathematics is difficult?
5. How do you know the answer to the above question?

(Use the words from the text to answer question 05)



Quantifiers: Let us learn about quantifiers.

Quantifiers are either determiners or pronouns that express quantity.

Now read the quantifiers and their referents you found in the dialogue "Let's have some tea".

Quantifier	Referent
most	sums
few	sums
some	sums, tea,
much	time
little	deeds
a little	sugar

Activity 14 - Grammar

Tick (√) where the quantifier is applicable.

Quantifier	Countable nouns	Uncountable nouns
Some	√	√
A few		
Few		
A little		
Little		
Many		
much		



Supipi has got **a little** flour. She can make a cake.	Kusum has got (very) **little** flour. She can't make a cake	Supipi has got **a few** store berries. She can make some jam	Kusum has got (very) **few** store berries. She can't make any jam

Positive / Negative?

"A little" and "a few" have positive sense as Supipi has ***enough flour and store berries*** to make cakes and jam

Activity 15 - Grammar

Copy the activity onto your writing book and underline the correct quantifier given in brackets.

1. (Many, Few, Much) tourists visit our temple, because this is off season.
2. Venerable Tissa has (little, much, a little) soap. It is not enough to wash his robe.
3. There are (little, much, many) novice monks in our pirivena but, there is only (few, a few, much) lay students.
4. Venerable Athula planted some flowers in the compound, only (a few, few, many) of them are blooming now.
5. I was thirsty. (little, a little, much) water was sufficient to quench my thirst.

Activity 16 - Grammar

**Now do the Activity 4 in unit six of your workbook.*

Homonyms

Let us learn about homonyms. The words with different spellings and similar sounds are called homonyms. In speech, we understand the meaning of a homonyms at its used in sentences.

e.g. We used to write with pencils in grade one. (drawing letters on papers)

I got eight rights for my homework activity. (corrects answers)

- Both words are pronounced as "/rait/"



/ra□t/







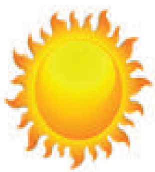
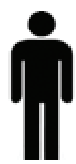
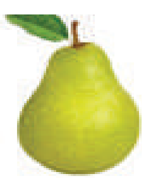
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Activity 17 - Vocabulary

Label the pictures.

Homonyms

- **Words with similar sounds but different meanings**

			....
			....
			....
			....

Activity 18 - **Vocabulary**

Fill in the blanks with the suitable words.

1. _________ is used to make bread. (flower/flour)
2. I _________ with my ears. (hear/here)
3. Use the _________ to go up or down. (stairs/stares)
4. The _________ shone brightly. (son/sun)
5. The plant has _________. (grown /groan)
6. _________ it is! (hear/here)
7. A rose is a beautiful _________. (flower/flour)
8. Father helps his _________ to read. (son/sun)
9. When I am sick, I _________. (grown /groan)
10. Please brush my __________ of shoes too. (pair/pear)

Activity 19 - **Vocabulary**

Write the correct homophones.

Last (knight, night) when I looked up, the sky was very dark (blue, blew). I (knew, new) I (wood, would) (sea, see) stars but (I, eye) was surprised (buy, by) (there, their) brightness. Who had (made, maid) them so beautiful? I was sure they had been (maid, made) millions of (years, ears) ago. I wanted to (stair, stare) at them forever. What a beautiful (sight, site)? The moon is peeping through the clouds.

Context Clues



When we read, we may come across unfamiliar words. Contextual and visual clues help to define them. Some of them are:

- Pictures
    - ✓ e.g. pictograms, signs, symbols…etc.
- Definitions
    - ✓ e.g. "They are the basic practices in Buddhism."
- Helping words
    - ✓ e.g. Synonyms, antonyms, numbers, markers (e.g. "Five .")
- Affixes (un, im, less, ness, lly …)
    - ✓ Intentiona**<u>lly</u>** (adverb)
- Punctuation (., -, "", /, :, ;)
    - ✓ "Five Precepts."
- Collocational words
    - ✓ (observe sil, five precepts)
- Synonyms and antonyms

Activity 20 - **Vocabulary**

Read and answer the following questions.

"Pib" can be known as one of the most essential things for living beings. Life is impossible without "pib". A great part of the earth is covered with "pib". It is why our planet is called the "Blue Planet". But we can use only two percent of "pib" in our daily life, because, much of "pib" is unusable. "pib" can take different shapes in different climatic conditions. We hardly have the experience of frozen "pib". But we Sri Lankans have experienced the heavy floods and droughts as well. But beautiful "pib" falls are a very common sight when we travel up country. And these "pib" falls generate power for our country. So "pib" is a great gift that we should use thriftily.

1. What is pib?

…………………………………………………………………

2. What are the different forms of pib?

……………………………………………………………………

3.What are the places that “pib” can be seen?

……………………………...

4. What type of power that “pib” generates?

…………………………………………………………………....

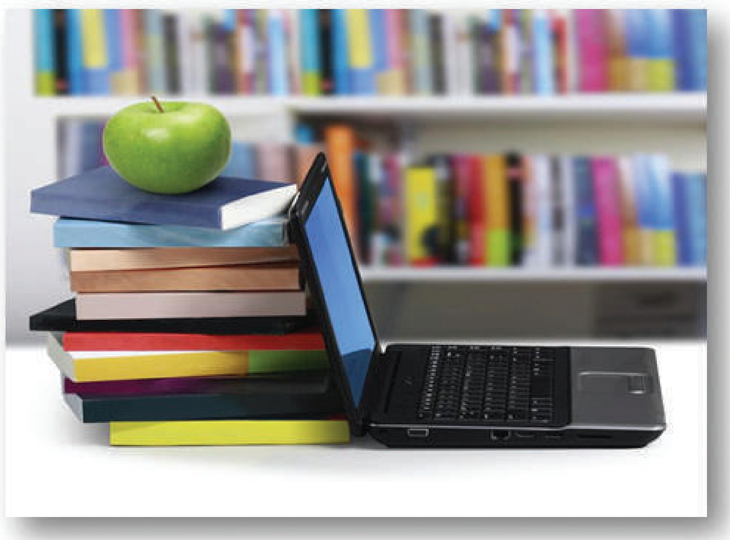
5.What will happen if we waste “Pib”?

....

Sources of Information

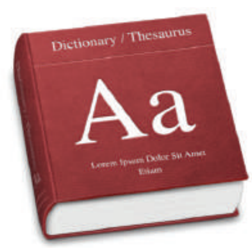
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"Pen is mightier than sword"



Act Out

Sudesh visited Venerable Sumangala at the temple.



Sudesh : Good afternoon! Venerable sir.

Ven. Sumangala : Good afternoon! what's that in your hand?

Sudesh : It's a dictionary.

Ven. Sumangala : That's good. I've been looking for one.

Sudesh : Why, Venerable Sir?

Ven. Sumangala : I want to find the meaning of the word 'alms'.

Sudesh : You can use mine, you can find the meanings of many English words that you will need.

Ven. Sumangala : I don't know how to use a dictionary. You can help me, can't you?

Sudesh : Yes, I can Venerable Sir. In a dictionary, words are arranged in the alphabetical order and it gives us information on how words should be pronounced too.

Ven. Sumangala : I can also find information on word classes too, can't I?

Sudesh : Yes. You can find many details related to any English word.

Ven. Sumangala : That's great. Now, could you help me to find the meaning of the word 'alms'?

Sudesh : Yes, certainly, Venerable Sir.

Activity 1 - **Reading**

Answer the questions given below.

1. Who visited Venerable Sumangala?
2. What did Sudesh have in his hand?
3. What word did Venerable Sumangala want to find from the dictionary?
4. How are the words arranged in a dictionary?
5. List out three things that can be found in a dictionary.

Activity 2

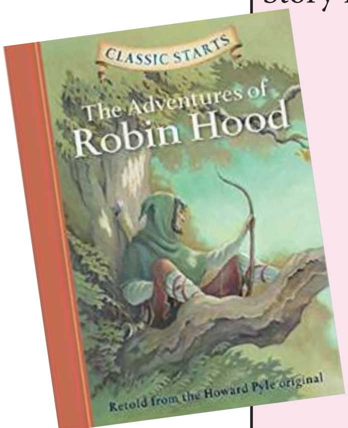


Some reading materials are given in column 'A' and what they contain are given in column 'B'. Match 'A' with 'B' and write them in your writing book.

A	B	
1. Novels	A publication containing articles and stories with photographs and illustrations	
2. Comics	A printed publication daily or weekly containing news, advertisements and correspondence	
3. Newspaper	A story with the characters of heros and their adventurous experiences	
4. Magazine	A long story with many characters and incidents	
5. Adventure stories	A book that contains stories with pictures	

Activity 3

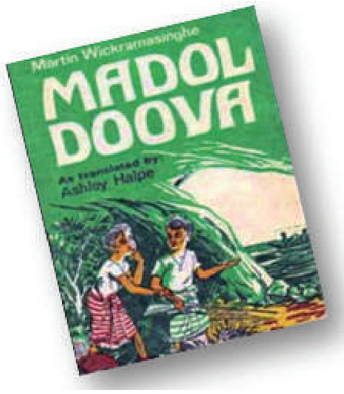
Name of the book	Adventures of Robin Hood
Author/Writer	Howard Pyle
Main characters	Robin Hood, Sherriff, Little John,Will Scarlett, Marian
Kind of story	Adventurous novel
Story in brief	Robin Hood and his merry companions were residing in the forest of Sherwood. Robin Hood helped people. He was loved by poor. He fought against the unjust sheriff of the village. But the king understood his genuine heart and invited Robin Hood to join him. However, he returns to the forest and continues to help people.
Favourite characters	Robin Hood and Little John
Why do you like it?	Full of adventure



Read the information given in the grid about one of Venerable Nanda's favourite books – The Adventures of Robin Hood.

Activity 4 - **Speaking**

Now prepare a similar grid of information about the book Madol Doova and write a short description about it.



You can start the description like this….

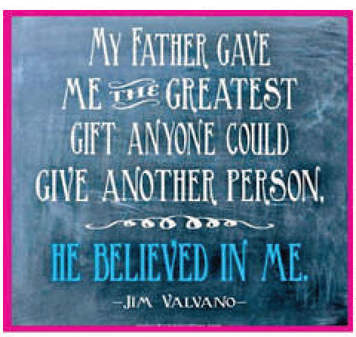
"Moadol Doova is one of my favourite books. It was written by a very popular writer named Martin Wickramasinghe.

Activity 5

Get into groups and arrange a debate on "What is more influential in developing the creativity in a child -novels or films?

Read the following extracts taken from "Junior Sunday Observer" of the 10th of December 2017.

1



I have a role model. It is my father. He is my best friend. His name is Prakash. He is 44 years old. He works on a ship and sails around the world. He teaches me new things and he is very kind to me. I chose my father as my role model because I know "a daughter needs a dad to be the standard against which she will judge all men". Some people don't believe in heroes. But they have not met my dad. I want to be a good person like my father.

2

Planet Earth is situated between the planets, Mars and Mercury. The nearest star is the Sun. Planet Earth rotates and revolves around the Sun along with the other seven planets in its orbit. There is an imaginary line called the 'equator' which divides Earth into two equal halves called the Northern and Southern poles.



Human beings are the main inhabitants of planet Earth. Trees and plants provide Oxygen and food with the help of the Sun. Air and water are the most important substances on the Earth. But nowadays, human beings pollute the environment of the Earth.

3



Water is very important for humans, plants and animals. It is a gift from Mother Nature. We need water for bathing, drinking and washing. Some people pollute water by putting garbage into seas, rivers and streams. We must protect our water resources.

Activity 6

Read the texts and fill in the grid below.

1	2	3	4
Extract number	What the text is about	Write three verbs from each text	Write three nouns from each text

5
Using two verbs and two nouns from column 3 and 4, write a summary for each text.
1. ....
2. ....
3. ....

* *Complete Activity 1 in Unit 7 of the workbook.*

Activity 7.1 - Listening

Listen to the text read by the teacher and underline the correct answer.

i. King Valagamba's father was.........

    a. Kind Dutugemunu
    b. King Saddhatissa
    c. King Vasabha

ii. He had .... brothers.

    a. one
    b. two
    c. three

iii. .... was King Valagamba's wife.

    a. Queen Somadevi
    b. Queen Vihara Maha Devi
    c. Queen Anula

iv. King Valagamba constructed ....

    a. Ruwanweli Stupa
    b. Abhayagiri Stupa
    c. Tuparama Stupa

v. The Buddhist religion was written down in books in ....

    a. Abhaya temple
    b. Mihintale temple
    c. Aluviharaya temple

plumber /ˈplʌmə(r)/ *n* [C] person whose job is to fit and repair water pipes

plumbing /ˈplʌmɪŋ/ *n* [U] **1** system of water pipes, tanks, etc in a building **2** work of a plumber

plume /pluːm/ *n* [C] **1** cloud of sth that rises into the air **2** large feather

plummet /ˈplʌmɪt/ *v* [I] fall suddenly and quickly from a high level: *House prices have ~ed.*

plump /plʌmp/ *adj* having a soft, round body; slightly fat ● **plump** *v* [T] ~ **(up)** make sth larger, softer and rounder: *~ up the pillows* [PV] **plump for sb/sth** (*infml*) choose sb/sth ▶ **plumpness** *n* [U]

plunder /ˈplʌndə(r)/ *v* [I,T] steal things from a place, esp during a war ● **plunder** *n* [U] **1** act of plundering **2** things that have been stolen, esp during a war

plunge /plʌndʒ/ *v* [I,T] (cause sb/sth to) move suddenly forwards and/or downwards: *The car ~d into the river.* ◊ *He ~d his hands into his pockets.* ● **plunge** *n* [C, usu sing] sudden movement downwards or away from sth; decrease [IDM] **take the plunge** (*infml*) finally decide to do sth important or difficult ▶ **plunger** *n* [C] part of a piece of equipment that can be pushed down

pluperfect /ˌpluːˈpɜːfɪkt/ *n* (*gram*) = THE PAST PERFECT (PAST[1])

plural /ˈplʊərəl/ *n* [usu sing] *adj*

p.m. /ˌpiː ˈem/ *abbr* after 12 o'clock noon

pneumatic /njuːˈmætɪk/ *adj* **1** filled with air: *a ~ tyre* **2** worked by air under pressure: *a ~ drill* ▶ **pneumatically** /-kli/ *adv*

pneumonia /njuːˈməʊniə/ *n* [U] serious illness affecting the lungs

PO /ˌpiː ˈəʊ/ *abbr* **1** = POST OFFICE (POST[1]) **2** = POSTAL ORDER (POSTAL) ■ **ˌPˈO box** (*also* **ˈpost office box**) *n* [C] used as a kind of address, so that mail can be sent to a post office where it is kept until it is collected

poach /pəʊtʃ/ *v* **1** [T] cook fish or an egg without its shell in water that is boiling gently **2** [I,T] illegally hunt animals, birds or fish on sb else's property **3** [T] take from sb/sth dishonestly; steal sth ▶ **poacher** *n* [C] person who illegally hunts animals, birds or fish on sb else's property

pocket /ˈpɒkɪt/ *n* [C] **1** small bag sewn into a piece of clothing so that you can carry things in it **2** small bag or container fastened to sth so that you can put things in it, eg in a car door or handbag **3** [usu sing] amount of money that you have to spend: *He had no intention of paying out of his own ~.* **4** small separate group or area [IDM] **in/out of pocket** (*esp GB*) having gained/lost money as a result of sth ● **pocket** *v* [T] **1** put sth into your pocket **2** keep or take

Activity 8 - **Reading**

Using the above dictionary page answer the following questions.

1. Write the name of an illness which can affect the lungs?
2. Find the noun form of the word "poach".
3. Write the abbreviation for the word "post office".
4. Underline the correct word to complete the following sentence using the words given in brackets.

The water line was repaired by the ………………
(plumber/plumbing/plume)

5. Replace the following sentence with a single word which has similar meaning.

   The hunter illegally hunts animals and birds in the forest.

6. What kind of information you can get about a word from a dictionary? Copy the correct sentences into your writing book.

   a. phonetic scripts of words
   b. the word classes
   c. example sentences using the given word
   d. idiomatic phrases
   e. punctuation marks with the words
   f. plural forms of nouns
   g. the spelling in different dialects
   h. meaning

Learning Point

Phrasal Verbs

A phrasal verb consists of a verb and a preposition / adverb or both.
We cannot usually guess the meaning of a phrasal verb by looking at its separate parts.
Phrasal verbs are also known as two – part or three - part verbs.



e.g. Look after -I look after my parents well.
e.g Give up - Prince Siddharta gave up worldly life at the age of twenty nine.

Position of the Particle

In some cases the particle is placed either after the verb or after the object.

Note: If the object is a pronoun, we use the particle (preposition) after the object pronoun.

e.g. I couldn't listen to the radio today. So, please **turn** it **on**.

Use the following verbs (believe, fill, get, go, look, put, switch, take, throw, turn, try) and prepositions (through, away, down, for, in, off, on, out) and form meaningful sentences.

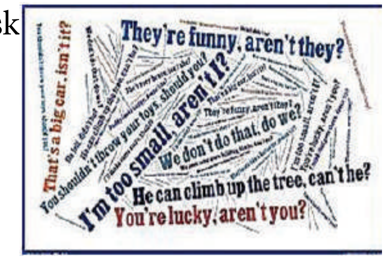
Activity 9 - Vocabulary

1. He says he always__________________ the truth.
2. This is a religious place. _____________________________ your shoes and hat.
3. There is no water in the tank. ______________________________ the water pump.
4. Quick! _________________________ the train. It is about to leave.
5. The neighbours were able to _____________________ the fire in Sangaraja Street.
6. I don't know where my knapsack is, I have to________________________ it.
7. ______________________ this application form, please.
8. This pencil is really old, you can_____________ it _______________.
9. You need some new clothes. Why don't you _________________________ these shirts.
10. Teacher asked us to _________________________ the lesson and answer the first five questions.

Activity 10 - Grammar

Tag Questions
Learning Point

- Tag question is used in spoken language to ask for confirmation or agreement.



- You should make a negative tag with the positive sentence.
  e.g.**<u>It is</u>** beautiful, **<u>isn't it</u>**?

- You should make a positive tag with the negative sentence.
  e.g **<u>It is no</u>**t very good, **<u>is it</u>**?

Read the following expressions and underline the correct question tags.

1. They have gone on a trip to Anuradhapura, ……………………………..
   a. do they ?
   b. did they?
   c. haven't they?

2. She wouldn't keep quiet ……………………………..
   a. isn't she?
   b. does she?
   c. would she?

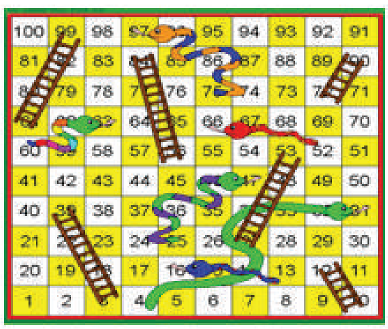
3. All of them didn't complain ……………………………..
   a. did they?
   b. aren't they?
   c. do they?

4. She didn't say anything ……………………………..
   a. was she?
   b. did she?
   c. has she?

5. You have had your dinner, ……………………………..
   a. don't they ?
   b. haven't you?
   c. could you?
6. It is so beautiful, ……………………………..
   a. isn't it?
   b. does it?
   c. has it?

Activity 11 – Dice Game

Pairwork



Let's play a game of snakes and ladders. One of you roll the dice. Read the number on the dice. Pronounce the first word given in the row. If you pronounce the word correctly you can roll the dice again. If not, you have to give the turn to another player. Like this, move up in the game board according to the value you get. One word can only be pronounced once. The player, who climbs first up to number hundred, will win the game.



1.	prank	treacle	brother	crayon
2.	prawn	trophy	bread	crack
3.	pride	track	brief	creep

4.	prescribe	trap	breeze	cradle
5.	prompt	tree	bride	crane
6.	print	tray	branch	crescent

Learning Point

➢ **Transitive Verbs**

Verbs that comes before an object in a sentence, are called transitive verbs.

e.g. : Saman **cleans** the garden.



➢ **Intransitive Verbs**

Verbs that do not need an object to make a meaningful sentence, are called intransitive verbs.

e.g. : Babies are **crying**.

➢ **Ditransitive Verbs**

Verbs that come before two objects (direct and indirect) in a sentence are called ditransitive verbs.

e.g. : A devotee **offered** a monk some alms.

Activity 12

Write the given sentences in correct column given in the table.

1. The teacher explained the lesson clearly.
2. My father brought me a shirt.
3. The student dreams about his future.
4. The moon shines.
5. Baker baked a cake.
6. Uncle bought us some home-made sandwiches.
7. The earth revolves around the Sun.
8. I posted the letter.
9. He wrote an article to me.
10. The priest looked at the ground.

Transitive	Intransitive	Ditransitive

** Now complete Activity 5 in Unit 7 of the workbook.*

Modern Technology 8

There is no wealth like knowledge, no poverty like ignorance
- The Buddha



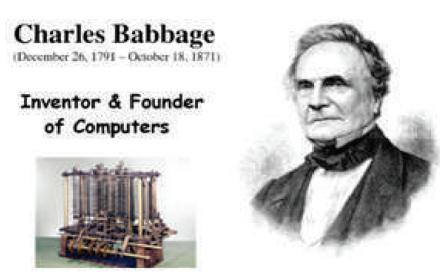
Act Out

(Students of Abhaya Maha Prirvena have an IT lesson in their new computer laboratory.)

Teacher : Good Morning, How are you today?

Students : We are fine teacher. Thank you.

Teacher : Good! Can everybody see this picture?



(The teacher shows a picture of the first computer)

Venerable Suguna: Sir, is it an abacus?

Teacher : Good guess. But, it's actually the first computer.

Venerable Tissa : Really, but I heard that the Chinese had used the abacus long ago, hadn't they sir?

Teacher : That's right. They had used it for mathematical activities long ago before Charles Babbage invented the computer.

Venerable Nanda: Sir, but today the technology is much advanced. People use the internet.



Teacher : Yes of course, it's really a system that connects millions of computers together.

Venerable Nanda: Sir, did Babbage invent the internet too?

Teacher : No, he didn't. Because, the Internet was introduced after his invention.

Kolitha : What are search engines or browsers? What do they do?

Teacher : Good question. When we want to search some information on the internet, we use them. The most famous search engines are "Google" and "Yahoo".

Sirimevan : Sir, then what is"E-mail"?

Teacher : It's a system that we use to send messages through the Internet.

Activity 1

Answer the following questions.

a) Who invented the computer?

b) For what purpose did the Chinese use the abacus?

c) What are search engines ?

d) What is the internet and who invented it?

e) What is "E-mail"?

Learning Point

Read the sentence taken from the above dialogue.

Chinese **had used** the abacus.

Past perfect tense indicates that an action was completed at some point in the past before something else happened.

In the dialogue above sentence the verb in bold refers to the past perfect tense action.

Here is how past perfect is formed.

<u>Positive form</u>:-

Chinese had used abacus. (S+ had+ p.p+ o)

<u>Negative form</u>:-

They had not used Computer. (S+ had+ p.p+ not+ o)

<u>Question form</u>:-

Had they invented the computer? (Had+ S+ p.p+ o)?

Activity 2 - **Grammar**

Write five sentences following the above structures.

1. ....
2. ....
3. ....
4. ....
5. ....

Activity 3 - **Grammar**

Complete the Activity 1 & 2 in workbook Unit 8

Learning Point

Word Stress in English

Read these words taken from the conversation aloud.

people friends body health answer

Syllables

English words contain syllables. A syllable is:

- a word or a part of a word
- contains a single vowel sound
- a single speech unit (pronounced as a unit)

Words with one syllable	Words with two syllables	Words with three syllables
Man	Body bod y	September sep tem ber
Pig	People peo ple	Saturday sa tur day
Hat	Water wa ter	Telephone tele phone
Moon	Garden gar den	
Health	Hotel ho tel	
Friends	Apple ap ple	
	Happy hap py	
	Answer an swer	

Learning Point

Word Stress

When we pronounce words with more than one syllable, we do not pronounce all the syllables with the same force. Usually, one syllable is pronounced with more force. It is called the stressed syllable.

Activity 2 - **Pronunciation**

Read these words aloud. The stress is on the first syllable. It is given in bold type.

water: **wa**ter

apple **ap**ple

people: **peo**ple

answer **an**swer

happy **hap**py

telephone **tel**ephone

Saturday **sat**urday

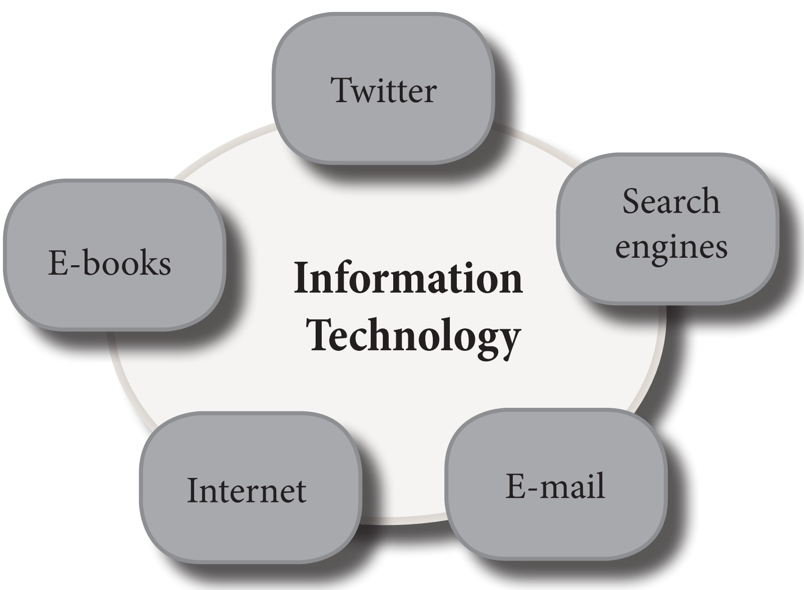
Now, read these words aloud. The stress is in the mid position.

September sep**tem**ber

advisor ad**vi**sor

electron e**lec**tron

rotation ro**ta**tion



Activity 5 - **Reading**

Match the topics in the above diagram with definitions in the grid below and write sub topics against correct definitions.

Topic	Definitions
	• Cheapest and fastest way of better communication
	• An online news and social networking service .
	• The world's largest computer network.
	• Electronic version of a printed book.
	• It can be used to search information online.

Activity 6 - **Speaking**

Using the above diagram write a speech on Information Technology to deliver at the morning assembly of your Pirivena. You can start your speech as follows.

Good morning Everybody, I wish to speak a few words on "Information Technology".

Activity 7 - **Pronunciation**

Pronounce these words paying attention to the initial two letters of each word.

snip, **st**reet, **sk**inny, **sw**eep, **sp**eak

Now get into pairs with your partner. Ask your partner to pronounce the words in the given box clearly. Write the words in the correct column of the following table. Add more words and pronounce them.

speak, sweet, start, swim, snack, speed, sky, snag, stand,stair, ski, speech, swan, stamp, snag, snow, stop, spark, ski

sn	st	sk	sw	sp

Learning Point

Identifies and uses Suffixes.

Suffixes are word endings. They change the meaning of the base / stem of a word. Read the following words taken from the dialogue.

actually, teacher, heard, information

Now let's see how the meanings of base forms of the given words have changed.

Base form	**Suffix**	**New word**
teach	-er	teacher
actual	-ly	actually
help	-ful	helpful
inform	-tion	information

Activity 8

Write the correct base form and suffix of the given words.

Base form	**Derived word**	**Suffix**
1.	helpless	
2.	agreeable	
3.	comfortable	
4.	excitement	
5.	brotherhood	

6.	transferable	
7.	endless	
8.	listener	
9.	brighter	
10.	kindness	

* *Now complete Activity 4 in Unit 8 of your workbook.*

Activity 9

Following are the steps of creating an e-mail account given in jumble order.
Rearrange them correctly and writes the steps in your writing book.

1. Next, enter information such as first name, last name, gender, date of birth in the page.	
2. After giving an e-mail address, choose a secure password of at least 8 characters (including, upper case - lower case letters and numbers).	
3. Finally, click the "accept button" and you will have a new email account.	
4. First click on the free sign up button in any of the following search engines such as Google or Yahoo.	
5. Once you finish, click the "OK" button, you will receive a verification code.	

Activity 10 - **Writing**

Read this message.


To: Nalin

I came to your place, but you're not home. Just to let you know that we plan to do our project at your home tomorrow. We will be there by 8 in the morning.
See you then!

Srimal

Write a similar short message for situations given below.

1. You are leaving temple early in morning to go to Colombo. Leave a message to your friend to collect the book that Nimal will bring to the temple for you.
2. You will get late to return to the temple as you have to attend a seminar. Leave a message to your Chief Monk informing him that you will be late.
3. You are going to a "Pirith" ceremony now. Leave a short message to your friend about where you left the key to the room.
4. You mother has left a massage to call her immediately after you return from the pirivena. Write the message your wrote.

Activity 11 - **Grammar**

Learning Point

WH – Questions / Informative questions.



WH - question is raised in English to ask information. It usually starts with a word beginning with "WH".

Use a dictionary and match the correct WH - Question words with the type of information they provide.

Question word	Function
	asking for information about something asking for repetition
	asking about time
	asking where or position
	asking about a choice
	asking about which person or people
	asking about manner asking about condition or quality.

**Now complete Activity 5 & 6 in Unit 8 of your workbook.*